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Foreign Language Learning in a Non-school Environment: Effects of Simulated Immersion Training on Affective Factors in Learners' Experience

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FOREIGN LANGUAGE LEARNING IN A NON-SCHOOL ENVIRONMENT: EFFECTS OF SIMULATED IMMERSION TRAINING ON AFFECTIVE FACTORS IN LEARNERS' EXPERIENCE

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Dissertation Abstract

Foreign Language Learning in a Non-school Environment:
Effects of Simulated Immersion Training on Affective Factors in
Learners' Experience

This study explored the effects of immersion training on the learner's affective behaviors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center. Much research has been conducted on the effectiveness of immersion programs, but no previous research examined a short-term simulated immersion training that is integrated into a language course curriculum. Furthermore, no prior research exists on the effects of immersion on affective factors among military linguists.

This research method consisted of mixed quantitative and qualitative methods utilizing pretest score (DLAB), surveys, observations, and interviews. The study design was a two-group, quasi-experiment using a treatment and control group. A total of 42 participants took a pre- and a post-survey. DLAB and survey scores were analyzed using independent sample t-tests and ANCOVA using DLAB as a covariate. Interviews with 13 participants were conducted for an in-depth study of their affect during the immersion training experience.

Statistical analyses indicated that the immersion training did not have a strong positive effect on students' affect in learning foreign language. Only one ANCOVA, integrative motivation, was statistically significant with the experimental group students demonstrating higher scores than control group students.

Qualitative interview findings identified the emergent themes regarding students' beliefs about the impact of immersion training on foreign language learning language skills. These themes were: *self-discovery* and *integrative motivation* regarding motivation and attitudes; *development of circumlocution strategy* regarding anxiety; *improved fluency* regarding self-confidence; immersion as *a life-like environment*, *a place for output*, and *a different context from the classroom.*

While this research assessed the benefits of short-term immersion to supplement classroom instruction, adaptation to traditional classrooms should be considered. More research on curriculum-based short-term immersion programs in higher education would expand the current data base in order to determine the affective impact of immersion and to identify curricular implications.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Eunsook McNiel-Cho	May 8, 2013
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DEDICATION

This dissertation is dedicated to my loving parents Bokhee Kim and Jaehyung Cho, my precious son Nicolas Cho, and my beloved husband Arick R. McNiel-Cho.

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CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

In the field of foreign language education, in-country immersion in the target language (i.e. language learning in the target culture) is considered the best means to acquire language proficiency as well as cultural understanding (Miller & Ginsberg, 1995; Naysmith & Corcoran, 2001). The experience of living in a country where the target language is spoken results in the learning of many aspects of language (i.e. styles, formal/informal, colloquial, etc.) and culture because one is actually "immersed" in the native speech community. In-country immersion programs, however, are costly to establish and to participate in while conventional language training does not deliver the same level of language skills. Generally, the cost and benefits of in-country immersion are certainly considered worthwhile (Yu, 2008) and ideal in learning a foreign language (Freed, Segalowitz, & Dewey, 2004; Freed, 1998; Pellegrino, 1998). However, most international foreign language programs are too resource-constrained (e.g., time and money) to be able to send students to the country of the target language (Hooper, 1996).

The Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California, shares this perspective of the value of in-country immersion, but also confronts the financial challenge. The Defense Language Institute Foreign Language Center is the largest school for foreign language instruction in the nation and supports personnel from the Department of Defense and other federal government agencies. As part of the Army Training and Doctrine Command (TRADOC), the institute provides

resident instruction at the Presidio of Monterey in 23 languages[1], five days a week, seven hours per day. Courses last between 26 and 64 weeks, depending on the difficulty of the language (www.dliflc.edu, October 25, 2011). DLIFLC developed 1-day, 2-day, 3-day, and 5-day in-school immersion training as a part of the curriculum in an attempt to produce highly proficient military linguists. During this immersion training, students are placed in a separate facility for a certain number of days and engage in language activities that are similar to the real target country situation.

The challenge is to develop a program of language training that is moderate in resources yet returns a high degree of language proficiency. More aptly stated, developing a program of instruction that utilizes methods to obtain language skills that compare favorably to those resulting from in-country immersion without the same programmatic expense is an ongoing effort. School-based language programs can utilize limited immersion through events that establish life-like situations and contexts in the target language. These can be developed for increased results as part of a foreign language curriculum. However, the negative aspect of this approach is that it offers infrequent opportunities for extended conversation in the target language (Hamilton & Cohen, 2004), and learners are typically exposed to a limited range of language functions, vocabulary, and sociolinguist variations (Tarone & Swain, 1995).

An alternate way of simulating the in-country immersion is to create an environment and situations that are simulations of the target country situations. In the past, programs in the field of foreign language education (Conner & Ludwig, 1974; Ervin, 1976; Shrum, 1985) tried this type of training in a “language camp” where foreign

[1] Languages that are taught at DLIFLC are Standard Modern Arabic, Chinese (Madarin), Dari, French, German, Greek, Hebrew, Hindi, Iraqi, Indonesian, Italian, Japanese, Korean, Levantine, Pashto, Portuguese, Persian-Farsi, Russian, Spanish, Swahili, Tagalog, Thai, Turkish, Urdu, and Uzbek.

language learners were put into an isolated location outside of the language classroom and “camped-out” for a certain amount of days or weeks. The “language camp” is the most common term used for describing foreign language immersion events outside the classroom; but other labels are institutes, villages, or live-ins. All of these (a) take place in a setting where the target language is spoken almost continuously and used in everyday activities, (b) provide the opportunity for participants to engage in foreign, culture-related activities that are not traditionally part of the classroom curriculum, (c) involve participants under the age of 18, and (d) are held in the United States, outside the target country (Hamilton & Cohen, 2004).

Background and Need for the Study

For English speaking U.S. citizens, learning a foreign language is critical for participating in the global community in the future. Currently, English is considered to be the international language for business; however, we are currently observing a shift in economic dynamics. For example, North American and European countries are producing fewer goods as the production is shifting to regions of the world with lower production costs. Asian countries such as Japan and Korea have performed very well in the global economy, and China is increasingly improving the quality of its products and gradually opening more to foreign investment (Ikenberry, 2008). In order for the United States to actively participate and to adapt to the changing global economy, speaking a second language has become a skill that is more than ever in great demand and will continue to increase with shifting economic and business trends.

At the same time, the U.S. has clearly become a multilingual society through rising immigration. According to the Population Reference Bureau, the number of

immigrants immigrating to the U.S. increased significantly during the last several decades. Between 1990 and 2010, the number of foreign-born U.S. residents almost doubled from 20 million to 40 million, while the U.S. population rose from almost 250 million to 310 million. This indicates that immigration directly contributed to one-third of the U.S. population growth and, with the U.S.-born children and grandchildren of immigrants, immigration comprised half of the U.S. population growth (Population Reference Bureau, June 2010).

American Community Survey reports find that the number of people five years and older who speak a language other than English at home has more than doubled in the last three decades. That pace is four times greater than the nation's population growth, according to data analyzed from the 2007 American Community Survey over a time period from 1980-2007. In that time frame, the percentage of speakers of non-English languages grew by 140 percent while the nation's overall population rose by 34 percent (Census Bureau, 2010).

Consequently, we are facing a growing need to learn other languages. The U.S. must cultivate and strengthen the language skills of immigrants and their children, while at the same time building world language capacity among native speakers of English. The demand for foreign language skills in many fields, such as in education, business, government, international affairs, travel, law, and technology, has become higher as interactions among the world community grow. Being able to communicate in another language is essential if native speakers of English are to compete successfully in the global marketplace and to understand others (Trimmel, 2005).

While learning another language is a key to communicate with people from other cultures, it is also viewed as a tool for success in the professional field. As a result, according to the National Foreign Language Center, the numbers are increasing for foreign language classes in higher education. In 2000, 656,590 students were enrolled in selected foreign language classes at colleges and universities (Brod & Welles, 2000). These numbers have continued to increase so much that now the number of college students nationwide enrolled in non-English language courses climbed to a record 1,682,627 in the fall of 2009, up 20 percent from 2002 (Modern Language Association, 2010). Due to 21st century economic globalization, it has never been more urgent to develop American citizens who fully understand and communicate effectively with people of other cultures.

The need for people with a high-level knowledge of foreign languages and cultures, especially in certain critical languages, was recognized during the Second World War, when the American Council of Learned Societies was asked by the U.S. government to develop programs to teach several less commonly taught languages. These programs became the precursors of the Army Language School (now the Defense Language Institute Foreign Language Center) and, indirectly, the State Department's Foreign Service Institute (Clifford and Fischer 1990). The need was re-emphasized in the aftermath of the USSR's launching of Sputnik in 1956 (Parker 1961), and again during the Cold War in the late 1970s and early 1980s (Perkins et al. 1979). As a result, the National Defense Education Act (NDEA) of 1958 (Public Law 85-864) was designed to address urgent national needs in science, technology, and foreign languages to meet foreign language requirements (Jackson & Malone, 2009).

Subsequently, several studies were initiated that pointed to the importance of expanding the national language competence capacity. Among those studies were the President's Commission on Foreign Language and International Studies (Perkins et al. 1979); the late Senator Paul Simon's (1980) book, *The Tongue Tied American*; and Brecht and Rivers' (2000) analysis of *Language and National Security in the 21st Century*. These studies put forward compelling reasons that foreign language programs were needed and required funding to implement language programs to meet the demand.

Wang, Jackson, Mana, Liau, and Evans (2010) addressed very effectively the benefits of learning a second or foreign language in their report, *Resource Guide to Developing Linguistic and Cultural Competency in the United States,* when they identified five key areas that have distinct benefits: (a) international commerce and economic development, (b) national security and diplomacy, (c) small business and entrepreneurs, (d) scholarship and research, and (e) global problem-solving and collaboration.

International commerce and economic development. Being bilingual or having proficiency in foreign language has been shown to have economic advantages for both the society and the individual. Knowing a foreign language provides a competitive edge in business (Carreira & Armengol, 2001, Helliwell, 1999, Lena & Moll, 2000). The international language of business is always the language of the client or customer. Consequently, it would be erroneous for the U.S. to continue to rely on others to learn English.

The National Committee for Economic Development issued a major report entitled "Education for Global Leadership: The Importance of International Studies and

Foreign Language Education for US Economic and National Security" (Committee for Economic Development, 2006). While testifying before congress regarding this report, the Vice President and Director of Business and Government Relations and Chief of Staff for the Committee for Economic Development stated,

> The increasing diversity of our workplaces, schools, and communities is changing the face of our society. To confront…twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders. (Petro, January 25, 2007, pp. 1-2)

National security and diplomacy. Mr. Ray Clifford, a senior Department of Defense official said that the United States' greatest national challenge was its "general apathy toward learning foreign languages" (www.ascd.org, January 16, 2004). In August 2001, one month before the September 11 attacks, the National Foreign Language Center at the University of Maryland noted that the country faced "a critical shortage of linguistically competent professionals across federal agencies and departments responsible for national security" (Brecht & Rivers, 2000, p. 2). Diplomats, soldiers, and security agents must be able to interact with native speakers to establish effective working relationships, explain complex ideas, provide suggestions (and directions), elicit information, and simply to understand the concerns and values of the interlocutor.

Small businesses and entrepreneurs. Trans-global communication and commerce are no longer carried out solely or even primarily by governments of larger multinational corporations. Increasingly, it is part of the regular daily work of small businesses and individual entrepreneurs (Friedman, 2005). To continue to compete successfully in this environment, all Americans should have basic functional knowledge of a world language and culture.

Scholarship and research. Research depends on a scholar's ability to locate, understand and explain information from many sources. While English remains the most important international language, increasingly rich information about science, technology, economics, medicine, history, linguistics, and many other topics that exist in other languages. The number of graduate students possessing the language ability and specialized cultural knowledge to conduct in-depth research in many languages is shrinking.

Global problem-solving and collaboration. International cooperative efforts are increasingly needed to address commonly shared challenges facing many nations today. Environmental protection, rights to natural resources, world health pandemics, international migration and trade, women's rights, and humanitarian crises are a few examples of issues that confront our world and must be addressed collaboratively. The need to know a foreign language is especially salient when citizens and organizations from different nations come together in the attempt to solve such commonly shared critical issues. Global problem solving requires sophisticated cross-cultural cooperation, marshalling of key linguistic resources and cultural understanding for the diplomacy and negotiation that is essential for finding the best and most forward-looking solutions. In addition to the benefits to society, Wang et al. (2010) reported that better academic achievement, higher levels of cognitive development, increased social awareness, and enhanced career opportunities are benefits to individuals who learn foreign language and culture.

The events of September 11, 2001 and the post-analysis of the ensuing global engagement and military action led to several organizations issuing reports on language

skills and cultural awareness: *Call to Action* of the 2004 National Language Conference, the Committee for Economic Development's *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*, and the Association of American Universities' *National Defense Education and Innovation Initiative: Meeting America's Economic and Security Challenges in the 21st Century*. The higher education community also released a 2009 report from the Modern Language Association by a committee chaired by Professor Mary Louise Pratt of New York University, entitled "Foreign Languages and Higher Education: New Structures for a Changed World," that addresses closely related issues (Jackson & Malone, 2009). These reports addressed the importance of expanding the national language competence capacity.

From the perspective of national security, the September 11, 2001, attacks further added another dimension to foreign language learning (Birckbichler, 2007; Brecht, 2007; Freedman, 2004; Ruther, 2003). Following the events of September 11, 2001, federal agencies recruited Americans who were fluent in such languages as Arabic, Persian, Pashto, Dari, and Korean (Peters 2002). The Department of Defense (DoD) has recognized that the ability to understand and to communicate effectively at high linguistic and cultural levels is essential from the counter intelligence aspect. As a result, the DoD began a review process that led to the adoption of the *Defense Language Transformation Roadmap*, mandating that all military officers must become proficient in a foreign language. Even the smallest field unit must include at least one soldier with cultural competence and some functional language ability (Department of Defense, 2005; McGinn 2008).

According to the U.S. Office of Education Policy Bulletin (1959), American policy-makers have found that the federal government needs many more individuals with high levels of proficiency in Arabic, Chinese, Hindi-Urdu, Japanese, and Russian. Fifty years later, addressing the continued lack of sufficient skill in these languages, together with the more recent additions of Korean, Persian, Turkish, and languages of Central Asia, is still identified as critical to national security (Jackson & Malone, 2009).

Consequently, after the events of September 11, the need for foreign language education in the U.S. State Department and government agencies has increased. Language and cultural proficiency have become even more important to cultivate relations between the U.S. and the global world. This need for foreign language education resulted in the National Security Language Initiative (NSLI) in 2006 (U.S. Department of State). During his 2008 presidential campaign, President Barrack Obama addressed the Chicago Foreign Affairs Council on the plan to invest in a 21st Century military to maximize our strength and to prevent the threat of tomorrow:

> A 21st century military will also require us to invest in our men and women's ability to succeed in today's complicated conflicts. We know that on the streets of Baghdad, a little bit of Arabic can actually provide security to our soldiers. Yet, just a year ago, less than 1% of the American military could speak a language such as Arabic, Mandarin, Hindi, Urdu, or Korean. It's time we recognize these as critical skills for our military, and it's time we recruit and train for them…… Our country's greatest military asset is the men and women who wear the uniform of the United States. When we do send our men and women into harm's way, we must also clearly define the mission, prescribe concrete political and military objectives, seek out the advice of our military commanders, evaluate the intelligence, plan accordingly, and ensure that our troops have the resources, support, and equipment they need to protect themselves and fulfill their mission. (www.cfr.org, April 23, 2007)

To rebuild the military for 21st Century tasks, President Obama's administration has emphasized an increase in foreign language training and cultural awareness. (www.change.gov, September 25, 2009).

The U.S. Secretary of State believes that national security in the post 9/11 world heavily relies on the ability to engage foreign governments and people. To do this, "we must be able to communicate in other languages, a challenge for which we are unprepared" (www.state.gov, January 5, 2006). In the same report, the U. S. Department of State emphasized that the

> deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments hurts counter-terrorism efforts, and hamstrings our capacity to work with people and governments in post-conflict zones and to promote mutual understanding.

The responsibility of providing foreign language training for Department of Defense personnel falls mainly on the Defense Language Institute Foreign Language Center. DLIFLC is a multi-service school for active and reserve components, foreign military students, and civilian personnel working in the federal government and various law enforcement agencies. Instruction takes place in eight separate language schools: three Middle East Schools, Korean School, European Language School, Multi Language School, and Persian-Farsi School (www.dliflc.edu, October 25, 2011).

After World War II, the Defense Language Institute, then the Army Language School (ALS), expanded rapidly from 1947 to 1948 to meet the requirements of America's global commitments during the Cold War. Instructors, including native speakers of more than 30 languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German.

After the Korean War (1950–53), the need for Korean military linguists continued to grow due to the continued presence in South Korea and commitment to deter North Korean aggression. The Korean immersion program was chosen for this study because Korean is one of the most difficult languages to learn for a native English speaker, and also because of the researcher's linguistic and cultural knowledge of Korean as a bilingual person.

Purpose of the Study

Much research has been conducted on the effectiveness of immersion programs, with the majority focused on K-12 school immersion programs (Hamilton & Cohen, 2004; Wighting et al, 2005). No research examines the short-term simulated immersion training that is integrated as part of a curriculum such as DLIFLC's language courses (DLIFLC, 1997). Furthermore, no previous research exists on the effects of immersion on affective factors in military linguists. Krashen's (1982) affective filter hypothesis is significant to understanding second and foreign language acquisition. Most studies on affective factors, however, emphasize the relationship between the affective factors and the achievement or performance in a traditional classroom environment, not on how learners' affective factors would be different if they were learning in a non-traditional classroom setting with different pedagogical approaches (Lin, 2008), such as DLIFLC immersion training.

Therefore, to fill these gaps, the purpose of this study was to explore the effects of immersion training on the learner's affective behaviors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center.

Research Questions

The following research questions were addressed in this study:

1. What effect does simulated immersion training have on a student's motivation and attitudes to learnh foreign language?
2. What effect does simulated immersion training have on a student's anxiety toward learning a foreign language?
3. What effect does simulated immersion training have on a student's confidence in learning foreign language?
4. What are the student's beliefs about the effects of simulated immersion training on language skills?

Theoretical Rationale

This research examined and explored the effects of the simulated immersion training on learner's affective behaviors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition while studying at the Defense Language Institute Foreign Language Center. The conceptual framework for this study was based on Krashen's (1981) Affective Filter Hypothesis and Gardner's (1982) Socio-Educational Model of Second Language Learning.

Krashen (1981) argued in his Affective Filter hypothesis that a number of "affective variables" play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to "raise" the affective

filter and form a “mental block” that prevents comprehensible input from being used for acquisition. In other words, when the filter is “up,” it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Gardner and Lambert (1972) identified Integrative-Orientation, which emphasizes the interpersonal quality, and Instrumental-Orientation, which represents the practical quality. Cook and Schmidt (1991) also supported the view of integrative motivation as the learner's orientation with regard to the goal of learning a second language. In other words, the learner's positive attitudes towards the target language group stemmed from the desire to integrate into the target language community. Hudson (2000) characterized instrumental motivation as the desire to obtain something practical or concrete from the study of a second language. Underlying the goal to gain some social or economic reward through second language achievement is instrumental motivation.

Gardner (1982) further developed the Socio-Educational Model which identified four interrelated factors when learning a second language: (a) the social and cultural milieu, (b) individual learner differences, (c) the setting and context, and (d) linguistic outcomes. In Gardner's model, the most influential in second language acquisition are the four individual differences: (a) intelligence, (b) language aptitude, (c) motivation, and (d) situational anxiety. In his revised Socio-Educational Model, Gardener (2001) further argued that motivation to learn the second language includes three elements. First, the motivated individual expends effort to learn the language. Second, the motivated individual wants to achieve a goal. Third, the motivated individual will enjoy the task of learning the language.

Significance of the Study

Many foreign language learners go overseas to a country of their target language to learn the foreign language at their own expense. However, most foreign language learners in U.S. schools or programs lack sufficient resources to go abroad to learn the language. As with most second language acquisition research, even in the studies investigating study abroad, the majority of studies have been mainly product-oriented, focusing on the measurable outcomes students make in language proficiency and linguistic knowledge (Pellegrino, 1998).

Language programs have been integrating sociolinguistically enriched curriculum to enhance the experience of the target language culture, such as summer "intensive immersions," summer language camps, weekend immersions, language houses, and evening cultural programs. Yet few systematic and in-depth studies have been conducted on the effects of those short-term immersion programs (Baughin, 1983; Griswold, 1983; Haukebo, 1969). Furthermore, no previous study exists on the effects of short-term simulated immersion training, such as 1-day, 2-day, 3-day, and 5-day training. It is almost impossible to measure the degree of improvement on linguistic proficiency in such a short time frame.

However, non-linguistic change, such as the effects of simulated immersion training on student motivation and attitudes, self-confidence, and anxiety in foreign language acquisition, are worthwhile to study. Additional effects such as students' beliefs on cultural understanding through immersion training, communication strategies, nonverbal behaviors on foreign language anxiety, just to name a few, may also result from short term immersion training that are worthy of study; however, that is beyond the

scope of this study. This research utilized both quantitative and qualitative methods to investigate the research questions. Interviews were utilized to inquire of the learner's experience to add depth to the study.

If the effects of this simulated immersion training on students' motivation and attitude, self-confidence, and anxiety are beneficial, students may be more likely to become persistent and eventually proficient language learners. The findings of this research can be valuable to other language institutions as well as the general field of foreign language education. They could also be adapted to curriculum development and instructional purpose in the classroom as simulation activities.

Definition of Terms

In general, the term "immersion" refers to a bilingual program in which a variety of academic subjects are taught in the students' second language. The second-language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language (Johnson and Swain, 1997). Immersion programs in the United States are similar because they mainly focus on primary schooling. In this paper, the term "immersion" is used to refer to an experience in which language learners receive intensive exposure to the target language. "This intensive exposure to the target language is meant to replicate the natural conditions in which first language (L1) learning occurs" (Read, 1996, p. 469).

Immersion education is a content-based method of teaching languages. In immersion education, students are immersed in the target language. Students learn regular subjects such as math, science, and art through the target language and thus

effectively acquire both regular academic knowledge and the target language (Johnson & Swain, 1997).

Immersion training means any kind of language training program outside the classroom in which general *exposure* to the language and culture is the primary mode of instruction/learning. Thus, immersion training is opposed to classroom learning, where the learning is enabled through controlled *input*, monitored and assisted *intake*, and assessed and graded *output*. These notions of immersion training derives from the generally accepted belief that the only way to really learn a language is to go to the country where it is spoken and simply "immerse" oneself in it (Defense Language Institute Foreign Language Center, 1997, p. 2-1)

Simulated immersion training refers to an experience in which language learners receive intensive exposure to the target language. The intent of this training is "meant to replicate the natural conditions in which first language (L1) learning occurs" (Read, 1996, p. 469).

Motivation is defined as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt, 1991).

Attitude is defined as a "learned predisposition to react consistently in a given manner (either positively or negatively) to certain persons, objects, or concepts" (Wolman, 1989, p. 32).

Self esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness (Branden 1994).

Second language learning or *second language acquisition* (SLA) is the process by which people learn a second language. *Second language* refers to any language learned in

addition to a person's first language. The definition of second language acquisition and learning is learning and acquisition of a second language once the mother tongue or first language acquisition is established. Second language acquisition or SLA is the process of learning other languages in addition to the native language.

Foreign language learning means learning a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her.

CHAPTER II

LITERATURE REVIEW

Introduction

This literature review is organized into four sections. The first section covers motivation, attitudes, and orientations in second and foreign language acquisition. The second and third sections examine the affective variables, such as anxiety and self-confidence, which are related to second and foreign language acquisition. I have found no literature that solely focuses on self-confidence in language learning. Often times the terms, "self-esteem," "self-concept," or "self-image," are used in the literature regarding the affective behaviors related to the second and foreign language learning. Moreover, these concepts are also used in conjunction with anxiety and language learning. The fourth section focuses on research of immersion programs, including domestic as well as overseas immersion experiences.

Motivation and Foreign Language Learning

Krashen (1987) argues for the importance of affective factors such as motivation, self-esteem, self image, and anxiety in second language learning. He claims that these affective factors are more involved in constructing the acquisition than in learning and that they are more strongly related to achievement as measured by communicative tests rather than by formal grammar-based language tests. His Affective Filter Hypothesis explains the relationship between affective variables and the process of second language acquisition with regard to the learner's level of affective filters.

> Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter - even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the language

> acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper". (p. 31)

From this idea, he suggests that,

> ... our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter ... The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation**.** (Krashen, 1987, p. 32)

Motivation is one of the key learner characteristics that determine the rate and success of language learning. According to Gardner (1985), motivation is "... the extent to which the individual works or strives to learning the language because of a desired to do so and the satisfaction experienced in this activity" (p. 10). Certainly, motivation is a complex set of variables containing many factors such as effort to fulfill a goal, positive attitudes toward language learning, and a desire to learn the language.

Dornyei's (2003) study provides an overview of recent advances in research on the motivation to learn a foreign or second language (L2) and creates the theoretical context for motivation. While the importance of motivation when exploring the field of second language learning is generally accepted, Dornyei points out that learning a second language or foreign language is different in many ways from learning other school subjects. While certain levels of language use can be attained without understanding much of the social or cultural aspects of its native speakers, it is true that learning a second language is socially and culturally bound, thus requiring the incorporation of a wide range of aspects of the second language culture.

This view has been proven by second language researchers (Chambers, 1999; Gardner, 1985). They recognize the social dimension of second language motivation,

which concerns issues of multiculturalism, language globalization, language contact, and power relations between different ethno linguistic groups. Dornyei (2003) also argues that motivation is one of the key learner characteristics that determine the rate and the success of language learning. As a result of Dornyei's, Chamber's and Gardner's research, Csizer and Dornyei (2005) further proposed a new, empirically-grounded construct of language learning motivation with seven components devised using constructural equation modeling:

Integrativeness is similar to Gardner's (1985) category and reflects a general positive outlook on the L2 and its culture to the extent that learners scoring high on this factor would like to communicate with and might even want to become similar to the L2 speakers.

Instrumentality refers to the perceived pragmatic benefits of L2 proficiency, corresponding to Gardner's (1985) category.

Vitality of the L2 community is concerned with the perceived importance and wealth of the L2 communities in question.

Attitudes toward the L2 speakers/community is concerned with attitudes toward having direct contact with L2 speakers and traveling to their country.

Cultural interest reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, television programs, magazines, and popular music).

Linguistic self-confidence reflects a confident, anxiety-free belief that the mastery of an L2 is well within the learner's means.

Milieu relates to the general perception of the importance of foreign language in the learners' immediate environment (e.g., in the school context and in friends' and parents' view).

In fact, Csizer and Dornyei's (2005) study using these seven motivational profiles among Hungarian L2 learners, shifted the focus from the actual motivational variable to the learners who possess them to examine whether distinct learner types exist in their motivational profiles, and if so, how these distinct patterns affect motivated learning behaviors. The results provided four broad motivational profiles that characterized learners regardless of the specific target languages: (a) the least motivated learners who were basically not interested in foreign languages, cultures, and language learning; (b) the most motivated learners who showed a high disposition across all the motivational dimensions; (c) learners who possess positive attitudes toward L2 culture and community; and (d) learners who are superior on instrumental aspects.

Researchers in social psychology and education have also acknowledged the importance of motivation for successful second language learning (Noels, Pelletier, Clement, & Vallerand, 2003). They claim that affective variables, such as attitude, orientations, anxiety, and motivation, have been shown to be at least as important as language aptitude for predicting second language achievement.

In a meta-analysis of 75 motivation studies, Masgoret and Gardner (2003) examined the relationships of three measures of second language achievement which are grades, self-ratings, and objective tests to five affective variables from Gardner's motivation model. Gardner's affective variables include attitudes toward learning situation, integrativeness, motivation, integrative orientation, and instrumental

orientation. The results indicated that the correlations between achievement and motivation are uniformly higher than the correlations between achievement and integrativeness, attitudes toward the learning situation, or integrative and instrumental orientation.

Motivation, Attitudes, and Orientation in Second Language Learning

Gardner and Lambert's (1972) orientation toward foreign language learning originated from Lewin's (1951) motivation model, which corresponds to foreign language learning. In his model, Lewin integrated three aspects of motivation: (a) an effort taken to achieve a goal, (b) a cognitive desire to achieve the goal, and (c) favorable attitudes maintained toward the goal. In relating Lewin's motivational model and foreign language learning, Gardner and Lambert further suggested that an individual's motivation to learn a second language is sustained by both attitudes toward the second language community and the goals, or orientations, sought through the acquisition of the second language. They pointed out two different orientations: integrative orientation and instrumental orientation.

Gardner and his associates (e.g., Gardner, 1985, 1998, 2000, 2001: Gardner & Smythe, 1975; Gardner & MacIntyre, 1991, 1993) also developed a model called the Socio-Educational Model of Language Learning. Emphasizing the socio-psychological aspects of language acquisition, Gardner's model suggested two different orientations: integrative orientation and instrumental orientation. Integrative motivation is a key component of the socio-educational model and is defended as a combination of attitudes toward the target group, interest in foreign language, and integrative orientation.

The integrative orientation refers to a desire to learn the second language because learners are interested in learning the culture of the target language. Thus learners want to contact or identify with the members of a second language community. Instrumental orientation refers to a desire to learn the second language to achieve some practical goal, such as job advancement or course credit. Gardner's integrative motivation suggested that second language learners with an integrative orientation would demonstrate greater motivational effort in learning a second language and thus would achieve higher second language proficiency.

Researchers such as Muchnick and Wolfe (1982), Crookes and Schmidt (1991), and Dornyei (1994) argue that Gardner's integrative motivation related terms are ambiguous, while other researchers (Crookes & Schmidt, 1991; Dornyei, 1990; Kruidenier & Clement, 1986; Oxford & Shearin, 1994) claim that the integrative motivation orientation is more multifaceted than originally proposed and pointed the contextual problems with difficulty to other situations. Yet, Gardner and his associates (Gardner, 1979, 1985, 1988; Gardner & Lambert, 1972) found consistently positive correlation between integrative motivation and second language achievement.

It is notable that studies in motivation and attitudes relate to the research in foreign language anxiety. Traditional motivation research has been focused on learners, that is, motivation is seen as stemming from learners. More current studies consider it as more complex, dynamic, and multifaceted variable. This shift expands the focus to instructor and instructional practice, the types of activities students are engaged in, and the interaction between the learner and the learning environment (Dornyei, 2005; Julkunen, 2001; Ushioda, 1996; Young, 1991).

This shift also suggests that the classroom environment, the contextual surroundings of action, have much stronger motivational influences than had previously been suggested (Dornyei, 2003). The degrees and role of motivation can be varied according to different contexts as well. For example, Su (1990) studied the effectiveness of role-play activities to language learning motivation among EFL learners by Chinese college students. The results showed significant improvement in language learning behavior (i.e., talking to roommates in English in order to practice English, answering questions in English, and asking for help in expressing ideas), and students became more self-confident and less inhibited.

On the other hand, the findings from Johnson's (1984) study on the motivation and attitudes of foreign language learning military personal indicated that individuals with more years of formal education and higher rank performed better than the individuals with fewer years of formal education and lower rank. While younger students were more successful at speaking a foreign language than older students, students who were more accepting of other cultures learned a foreign language better than individuals who were somewhat prejudiced against other cultures.

Johnson (1984) found that demographic variables, such as age, years of former education, and rank, were better predictors of adult foreign language learning, while affective variables such as attitudes and motivation may influence achievement. Age related differences in motivation and motivated learning behaviors of EFL learners among three groups - secondary school pupils, university students, and adult language learners - were also supported in a recent study by Kormos and Csizer (2008). These research studies from Dornyei (2003), Johnson (1984), Kormos and Csizer (2008), and

Su (1990) suggest that different instructional settings, cultural contexts, and instructional practices influence a learner's motivation and attitudes, and that the motivation is related to, and thus affects, language self-confidence (Clement, Dornyei, & Noels, 1994)

In an interesting study of a view of first and second language acquisition, Schumann (2011) compares the process of L1 {what he called primary language learning (PLA)}- and second language learning process. He argues that three factors are involved in both processes: desire/motivation, ability/aptitudes, and opportunity. Desire/motivation in L1 is satisfied with the interactional instinct, which is the term used by Lee, Mikesell, Joaquin, Mates, and Schumann (2009).

> According to the interactional instinct, the universal acquisition of language by children becomes possible through an innate drive in children to bond, attach, and affiliate with caregiver conspecifics. These processes entrain the children to the face, voice, and body movement of conspecifics, and they constitute a motivational and attentional system that responds to the child's desire to identify with and become like conspecifics. (Schumann, 2011, p.3)

This interactional instinct in first language acquisition is the drive for the child to perceive and match patterns in the input provided by verbal interaction with caregivers, family members and the community at large. This interactional instinct and pattern matching abilities are further supported by the social units of families and communities where exposure and interaction (opportunity) are offered to children to acquire their first language (Schumann, 2011).

In the process of second language acquisition, Schumann (2011) argues that motivation is the counterpart to the interactional instinct, language learning aptitude, which is the counterpart to pattern matching abilities, and thus, the opportunity for second language interaction and input become highly variable. Therefore, the success in second language learning differs across individuals. The third factor of opportunity is the

context where students of L2 can be provided with sufficient exposure to maximize such language interaction and input.

Anxiety and Foreign Language Learning

In the early years of research on anxiety, the influences of anxiety on foreign language learning were difficult to demonstrate due to conflicting research conclusions (MacIntyre & Gardner, 1991). While the study of anxiety had not materialized then, Brown (1973) considered the affective variables in foreign language learning, including anxiety, and predicted that "the self-knowledge, self-esteem, and self-confidence of the language learner could have everything to do with success in learning a language" (p.233). According to Gardner, Trembly, and Masgoret (1997), the concept of self-confidence is conceptually related to that of language anxiety. Self-confidence emphasizes a positive, as opposed to negative, component of anxiety. Studies have shown that self-confidence is an important aspect of the motivation to second language learning and is developed through positive contact with members of the L2 community (Clement, 1980; Clement, Dornyei, & Noels, 1994).

Psychologists have established three categories of anxiety*:* trait anxiety, state anxiety, and situation specific anxiety. According to Speilberger (1983), *Trait anxiety* is considered as an individual's likelihood of becoming anxious in any situation. It appears to be related to upbringing and maybe closely linked to self-image. *State anxiety* is viewed as a blend of the trait and situational approaches. It is specifically apprehension experienced at a particular moment in time, for example, prior to taking examinations.

Situation specific anxiety is explained as situation specific constructs. It can be seen as trait anxiety measures limited to a given context such as public speaking, writing examination, performing math.

MacIntyre and Gardern's (1991) study of anxiety in relation to language learning found that foreign language anxiety can impair language learning and production. Also, anxious students experience language learning as uncomfortable and withdraw from voluntary participation, feel social pressures not to make mistakes, and are less willing to try uncertain linguistic forms.

MacIntyre and Gardner's (1991) research, however, does not really address how anxiety can play a significant causal role in creating individual differences in language learning and communication. To answer that question, MacIntyre (1995) argues that language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these. Anxious students are not only focusing on tasks (answering the question), but are also considering the social aspect of the answer while giving it. Therefore, while self-related cognition increases, task-related cognition is restricted, and performance suffers.

Since Krashen's (1981) theory on the affective filter hypothesis on second language acquisition, scholars have researched the relationship between foreign language anxiety and its achievement (Aida, 1994; Horwitz, 2001; Horwitz, Horwitz, & Cope, 1986; Rodriguez, 1995). While these research studies of language anxiety recognize the role that socio-cultural factors play, the studies found 4 factors: (a) speech anxiety and fear of negative evaluation, (b) fear of failing the class, (c) comfortableness in speaking with natives of target culture, and (d) negative attitudes toward the target language class.

Findings from these studies concerning anxiety and language achievement have been relatively uniform, indicating a consistent moderate negative relationship between anxiety and achievement. Horwitz, Horwitz, and Cope's (1986) study, in particular, finds that anxiety centers on listening and speaking as the two basic requirements of foreign language learning; however, difficulty in speaking in class is the most frequently cited concern of anxious foreign language students.

Horwitz, Horwitz, and Cope (1986) aptly portray this unique form of anxiety in comparison of communicating in a L1 situation with communicating in a foreign language by noting that,

> Adults typically perceived themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood….Because complex and non-spontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear or even panic. (p. 128)

Rodriguez and Abre (2003) particularly found that foreign language anxiety is stable across different foreign languages, i.e., between English and French. Yet, this finding raised multiple issues concerning different factors such as context, situation, each individual student's background, cultural difference, as well as teaching methods of instructors in the foreign language classrooms. These concerns have brought the different perspectives on foreign language anxiety in Sparks and Ganschow's research (1991, 1995, 1996) that previously reported the stability of anxiety on foreign languages. These researchers argued that foreign language anxiety is more likely to be a consequence from language learning difficulties, rather than the cause in language learning. Thus, this perspective sheds new light on the study of the impact of anxiety on foreign language

learning, and also looks into the relationships with other affective variables that are associated with anxiety, such as foreign language motivation and self image – self confidence (Brown, Robson, & Rosenkjar, 2001; MacIntyre, 2002; Schumann, 1999).

While many researchers link the relationship between foreign language learning and affective variables, especially with anxiety, the existence of a valid and reliable instrument to measure the degree of anxiety is a critical issue. Therefore, the development of the *Foreign Language Classroom Anxiety Scale* (FLCAS) by Horwitz, Horwitz, and Cope (1986) offered an important instrument to this field of study.

Various studies also show that anxiety varied according to the type of language skills. Interestingly, most studies on anxiety in the 1990s focused on oral aspects of language use, such as oral performance, or speaking in public as the most anxiety inducing experience for foreign language learners (Horwitz, 2001; Philips, 1992; Young, 1986, 1990, 1992). Cheng, Horwitz, and Schallert (1999) researched the relationship between foreign language classroom anxiety and foreign language writing anxiety. A total of 433 English majors at four universities in Taiwan participated in this study. These participants were simultaneously taking both English speaking and English writing classes during the spring semester of 1997. A questionnaire consisted of a modified FLCAS and an adapted SLWAT (*Daly-Miller Writing Apprehension Test*) was administered to each target class of students and the participants' final course grades for their speaking and writing classes were obtained for data analysis. The finding showed that these anxieties are different and that writing anxiety takes a unique form, while foreign language anxiety is a general type of anxiety in the language learning process.

In a subsequent study by Saito, Horwitz, and Garza (1999) on the relationship between foreign language classroom anxiety and foreign language reading anxiety, the foreign language classroom anxiety remained consistent across different languages. 383 university students enrolled in first-semester French, Japanese, and Russian courses participated in this study. The FLCAS and FLRAS (*Foreign Language Reading Anxiety Scale*) were used in this study. The FLRAS elicits students' self reports of anxiety over various aspects of reading, their perceptions of reading difficulties in their target language, and their perceptions of the relative difficulty of reading as compared to the difficulty of other language skills. The results also showed specific anxiety related to foreign language reading varied based on different target languages among French, Japanese, and Russian students.

A study by Rodriguez and Abreu (2003) expanded the stability of foreign language classroom anxiety by examining different languages in the same context. This research studied pre-service teachers studying English and French at the same time in Venezuela. The findings showed that the levels of general foreign language anxiety remained the same for both the English and the French group.

Further expanding this stability of foreign language classroom anxiety, Kim (2009) examined the relationship between the classroom contexts and the affective responses - the learner anxiety and motivational goal orientation - among Korean learners of English in a reading course and a conversation course. The results showed that levels of anxiety can vary according to classroom context between reading and conversation course. The results also indicated a significant difference for anxiety levels. Students in the conversation course reported higher levels of anxiety compared to the anxiety levels in

the reading course. However, in the motivational goal orientation, the results showed similar patterns across both classes.

Self-confidence and Foreign Language Learning

In the field of social science, many studies relate to the influence of self-esteem on humans. Lack of self-esteem can be associated with feelings of inadequacy, a sense of unworthiness, increased anxiety, depression, suicide, child abuse, mental disorders and other negative phenomena (Coopersmith, 1967; Skager & Kerst, 1989).

> Self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstance. (Rubio, 2007, p. 5)

Although personal development and behavior is influenced by many different factors, parental involvement can be decisive. Self-esteem as a general characteristic is often linked to family variables. There is a positive correlation between children with lower levels of self-esteem and parents who were indifferent toward their children. Parental warmth, expectations, respect, consistency are other factors affecting the development of self-esteem (Clark, 1994; Mruk, 1999). In addition to the family variables, social settings and peers in schools can have an important influence on development of one's self esteem (Bandura, 1987).

In relation to the affect in the language classroom, research shows that language learning is an anxiety provoking experience for many students (Muchnick & Wolfe, 1982; Horwitz et al., 1986; MacIntyre & Gardner, 1991). As Horwitz et al. (1991) note,

> The importance of the disparity between the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science.

> Probably no other field of study implicates self-concept and self-expression to the degree that language study does. (p. 31)

Self-esteem can have a great effect on language learning. Students may avoid taking risks that are necessary to acquire communicative proficiency in language learning. Clement's (1986) study proved the correlation between self-confidence and language learning outcomes which examined the relationship between self-confidence and foreign language learning among Francophone students at the University of Ottawa.

Self-esteem can be explained as one's attitude and feelings toward oneself. As Rubbio (2007) notes,

> There are three categories to define our attitude about something: affective (our feelings about it), behavioral (how we behave regarding it), and cognitive (our beliefs about it). To reframe this in the context of language learning, we could say that our attitude about the self as a language learner includes what we believe ("I am capable of learning the language" or "I can never learn") which leads to our feelings about [the] learning process ("pleasure" or "pain") and this in turn will determine our behavior (approaching or avoiding opportunities to further our learning). (p.15)

Self-concept in psychology is further developed in relation to the language learning context in Dornyei's (2005) work. Dornyei proposed a new approach to the L2 motivation with an *L2 motivational self system* which integrates a number of influential L2 approaches with findings in "self" research in psychology. This ideal L2 self-concept is somewhat similar to the traditional concept of integrativeness/integrative motivation by Gardner (1985). Dornyei explains the three different concepts: "ideal L2 self," "ought-to L2 self, " and "L2 learning experience." The ideal L2 self refers to L2 specific aspect of one's "ideal self, " and is all the attributes that one would like to possess (i.e., hope, aspirations, and desires). According to Dornyei, this ideal L2 self can broaden the understanding of motivational factors in learning situations.

The “ought-to L2 self” as the other possible self dimension represents more extrinsic types of instrumental –using Gardner’s (1985) term- motivation. This “ought-to L2 self” includes the attributes that one believe ‘ought to possess’ (i.e., various duties. obligations, or responsibilities). The third dimension, “L2 learning experience,” concerns executive motives related to the immediate learning environment and experience (Dornyei, 2005). In relation to self and motivation in language learning, Dornyei (2005) argues that “if the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (p. 106).

Immersion Programs and Foreign Language Learning

The simulated immersion training that I investigated is different from the traditional types of immersion programs. A better understanding of the definition, origin, and types of the foreign language immersion programs in the U.S. will provide knowledge and insights into the effects of the simulated immersion training at the Defense Language Institute Foreign Language Center.

The term “immersion education” became popular in Canada during the 1960s to describe a new instructional approach in which the French language was used as a medium of instruction for elementary school students whose home language was English. Although it is not something “new” in the concept of immersing students in a second language (L2) instructional environment (Johnson and Swain, 1997), the Canadian French immersion programs were the first to be studied in a long-term research evaluation (Cummins, 1998).

In the United States, foreign language immersion programs were first introduced in 1963s into Coral Way K-8 School as a way to promote bilingual fluency among all students (www.wikipedia.org, February 6, 2012). Since then, they have been broadly adopted and viewed as an effective way of teaching foreign language (Curtain & Dahlberg, 2004). In other words, a foreign language immersion program is an approach to teach foreign language that immerses students in the target language throughout the school day. The curriculum is content-based, using the target language by teachers with a variety of instructional strategies. The goal of an immersion program is for students to become proficient in the target language as well as broadening the cultural knowledge of the target culture (Fortune & Tedick, 2003).

Types of Immersion Programs in the U.S.

Foreign language immersion programs are designed for majority language speakers with limited to no proficiency in the immersion (minority) language, e.g., English speakers in U.S. schools, which are known as one-way immersion programs. As of July 2011, throughout 30 states in the U.S. (plus Washington D.C.), 396 schools were using some models of foreign language immersion programs in the United States (Center for Applied Linguistics, 2011). Immersion programs are categorized by different types. The intensity and the structure can be varied by implementing a partial, total or two-way immersion model.

Total Immersion is a model where all students in the lower grades (K-2) are taught in the target language. Instruction in English usually increases to 20%-50% in the upper elementary grades (3-6). Initial literacy instruction is provided in the target

language. Programs may continue in the middle school and high school with classes taught in the target language.

In Partial Immersion programs, approximately 50% of instruction is provided in the target language. Initial literacy instruction may be provided in either the target language or English or in both languages simultaneously. Programs may continue in middle school and high school with classes taught in the target language.

Two-Way Immersion is also called a double or dual immersion program. This type of program gives equal emphasis to English and a non-English language. It typically consists of classes comprised of one to two thirds non-English native speakers with the remainder of the students native English speakers (Center for Applied Linguistics, 2011).

Features of Immersion Programs

Johnson and Swain (1997) differentiated immersion from other types of bilingual programs and provided a detailed description of immersion programs. They identified a set of core features which they consider to be the defining characteristics of a prototypical immersion program as well as a number of variable features which have consequences for program outcomes. The eight core features of immersion programs are: (a) The L2 is a medium of instruction, (b) The immersion curriculum parallels the local L1 curriculum, (c) Overt support exists for the L1, (d) The program aims for additive bilingualism, (e) Exposure to the L2 is largely confined to the classroom, (f) Students enter with similar (and limited) levels of L2 proficiency, (g) The teachers are bilingual, (h) The classroom culture is that of the local L1 community.

Johnson and Swain (1997) also found 10 variables that affect the program's outcome. These variables are: (a) level within the educational system at which immersion is introduced, (b) extent of immersion, referring to the time of the school day spent in the target language, (c) the ratio of L1 to L2 at different stages within the program, (d) continuity, or articulation, across levels within the educational system, (e) bridging support, or the support provided to help students at initial stages of immersion, to move from L1 to L2 medium instruction, (f) resources, (g) commitment on the part of all players, from students to teachers to policymakers, (h) attitudes toward the culture of the target language, (i) status of the L2 in the immersion context, (j) what counts as success in an immersion program (academic achievement, level of L2 proficiency gained, etc). Johnson and Swain's study illustrated the macro-context of immersion programs because it offered not only the general program features but also the large picture of social, cultural, political, and educational contexts in those programs (Walker & Tedick, 2000).

After extensive review of the French immersion programs for over 30 years of research, Cummins (1998) pointed out some of the problems that French programs faced. These problems identified in that study were the quality of French oral and written skills that students attain, the high drop-out rate in some immersion programs, and teacher-centered or transmission-oriented classroom pedagogy. While these were specific to the French immersion programs, his suggestions on pedagogical prevention/intervention could be also considered in U.S. immersion programs:

1. It is important to activate students' prior knowledge and building background knowledge (through the L2 where necessary) for students.

2. Teacher should modify the instruction to build sufficient redundancy into the instruction (e.g. through paraphrase, repetition, demonstration, gestures, etc)
3. Use of graphic organizers helps in transmitting conceptual content.
4. It is good to integrate hands-on activities in content area such as science, mathematics, and social studies.
5. The institution should support cooperative learning and other forms of project work that encourage students to generate new knowledge rather than just consume information.
6. Schools and teachers can encourage creative use of technology as a "cultural amplifier" (e.g. research using CD-ROM encyclopedias or the World Wide Web, word processing and data analysis programs to produce reports of project work, sister class networking with distance classes in pursuit of non-trivial bilingual projects, use of video cameras to create video "texts" for real audiences, etc.).
7. Teacher should promote the integration of reading and writing in a wide variety of genres with all of the above (Cummins, 1998).

Challenges of Immersion Programs

There are challenges and specific issues in developing immersion programs, and many administrative decisions influence the success of immersion programs (Met & Lorenz, 1997). Met and Lorenz pointed out five important factors when planning an immersion program: (a) instructional leadership, (b) staff selection and training, (c) the number of participating students, (d) planning for program continuation, and (e) choosing a physical facility. The authors also raised issues in assessment of language learning and

the evaluation of the program. Met and Lorenz described the growth of elementary school immersion programs in the US, and outlined the programmatic and classroom challenges of starting and maintaining successful programs.

Most evaluations relied on the outcome of success (Read, 1996), but did not explore the experience from the learner's point of view. The Defense Language Institute (1997) undertook the project to develop a guide for evaluating foreign language immersion training on behalf of the Director of Central Intelligence Foreign Language Committee. The goal of the project was to remedy the lack of: (a) a standard model for evaluating the effects of immersion training, (b) the ability to discern the relative benefits of the different forms of immersion training that were used in the federal foreign language community, and (c) a set of data collection instruments and procedures by which immersion training program could be evaluated. As a result, the research provided managers of language programs with practical tools for management and assessment of immersion training programs. DLIFLC's project also explored several ways to evaluate the effectiveness of short term and long term immersion programs. It indicated some ways to measure a learner's subjective experience and provided a collection of instruments and procedures for assessing individual immersion programs and its effects.

Walker and Tedick's (2000) study made an important contribution to the immersion program research. If Johnson and Swain (1997) provided the macro-contexts of the immersion program, Walker and Tedick's (2000) study offered the micro-contexts of the immersion program. While the majority of immersion program studies have been focused mainly on language and content (Genesee, 1985, 1987; Swain & Carroll, 1987; Swain & Lapkin, 1990), and have performed an important role to the immersion

education, voices from the practitioners have not been previously examined (Walker & Tedick, 2000). Walker and Tedick used focus groups and extensive individual interviews with six elementary Spanish-language teachers in three school settings. The research investigated the issues and challenges of immersion programs from the practitioners' perspective on how immersion programs function, how they are perceived, and described the unique nature of each immersion classroom by working with immersion practitioners in the field.

The findings from Walker and Tedick's (2000) study identified five major themes: (a) the primacy of language, (b) the balance between language and content, (c) assessment, (d) the spectrum of learners in immersion programs, and (e) socio-political context of immersion schooling. The conclusion was that in each theme, the teachers found challenges of immersion teaching and then described the complexity of the immersion classroom on a micro level.

In reviewing the research in bilingual education, Krashen (2005) reported the steady improvement and success in the United States. He argued that studies have revealed that children in bilingual programs typically outperform their counterparts in all-English programs on tests of academic achievement in English (Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2005). He pointed out meta-analysis as a more sophisticated tool in the research methodology, which he reported as more precise and more objective approach compared to traditional "narrative" or "vote-counting" approaches (p. 7). By closely examining the advantages for bilingual education in five meta-analysis, he concluded that the findings of the five meta-analysis were overall consistent and positive. Also the research concluded that programs designed along the

principles hypothesized to underlie ideal bilingual programs were more effective (McField, 2002). Furthermore, late-exit, developmental bilingual programs are more effective than early-exit transitional programs (Rolstad, Mahoney, & Glass, 2005).

Contexts of Immersion Program

Contexts of learning are diverse and can be categorized as: (a) exclusively technological academic contexts, (b) uninstructed learning settings for those residing in a native speech community, (c) formal academic (in country or "at home") language classrooms, (d) intensive immersion settings that integrate formal classroom (content or language oriented) and out-of-class learning opportunities, and (e) study abroad contexts with potentially unlimited opportunities for use of the target languages (Freed, Segalowitz, & Dewey, 2004).

Freed, Segalowitz, and Dewey's (2004) research compared the acquisition of various dimensions of fluency in French by students who study French in three different learning contexts: formal language classrooms in an at home institution, an intensive summer immersion program, and a study abroad setting. For oral data collection, students participated interviews (similar to the *Oral Proficiency Interview*) at the beginning and the end of the semester. The main findings from the study were:

1. The intensive summer immersion group made significant gains in oral performance in terms of the total number of words spoken, in length of the longest turn, in rate of speech, and in speech fluidity based on a composite of fluidity measures. When compared to the at home group, the study abroad group made statistically significant gains only in terms of speech fluidity but

fewer gains than the intensive summer immersion group. The at home group made no significant gains.

2. The intensive summer immersion students reported that they spoke and wrote French significantly more hours per week than the other two groups. The study abroad group reported using English more than French and reported using significantly more English in out-of-class activities than the intensive summer immersion group.
3. Multiple regression analysis revealed that reported hours per week spent writing outside of class was significantly associated with oral fluidity gains.

Cohen and Allison (2001) conducted research on the bilingual processing strategies of students participating in university level immersion programs. Data were collected through a questionnaire addressing program perceptions and background, pre/post multi-modality test and self assessments, and a retrospective self-observation instrument to investigate bilingual mental processing. The subject included 24 immersion students and 17 non-immersion students. The results found that immersion students reported less mental translation and more cognitive processing directly through the immersion language than did their non-immersion counterparts. Two interesting points about this study were that the research focused on the process, not product, of cognitive tasks for college students, and affect (emotion) was used as a component of processing and production.

Wighting, Nisbet, and Tindall (2005) reported on a descriptive study of a summer English language camp held in China. The purpose of the research was to explore the teaching and learning dynamics in the camp setting. Participants totaled 149 Chinese

students ranging from 8-18 years old. The program ran for three weeks in a hotel accommodation where all participants stayed and all activities were conducted. The program taught conversational English through a variety of classes and activities. The researchers used qualitative methods to collect data. The results indicated that the language camp was beneficial to the students and to teachers.

Wighting, Nisbet, and Tindall's (2005) study has several notable findings. First, the majority of immersion program research is based on the school setting, not many studies have investigated non-school environment. Second, this study shed some light into the traditional immersion program research. Major differences that were reported from participants regarding the difference between English language camp and their traditional schooling were focus (spoken English), context, content, methodology, activities, materials, and interaction with native speakers.

Wighting, Nisbet, and Tindall's (2005) research also revealed that the language camp students were highly motivated to speak English. Salient motivations that were identified included interaction with native speakers; the novelty of a relaxed, casual, enjoyable setting; the opportunity to get to know Americans and American culture; attention and encouragement from the visiting American teachers; and participating in games, singing, dancing, drama, sports, and field trips. The data also suggested that students had continual opportunities to use English in meaningful contexts with native speakers.

Affect in Immersion Training

Baker and MacIntyre (2003) examined the nonlinguistic outcomes of an immersion versus a non-immersion program. The dependent variables included attitudes

toward learning French, orientations for learning, willingness to communicate, communication anxiety, perceived communicative competence, and self-reported frequency of communication in both English (L1) and French (L2). Also a qualitative section of questions was included that asked students to describe some negative and positive experiences in speaking French and their reactions to these experiences.

According to Baker and MacIntyre's (2003) study, the results indicated that immersion students demonstrated greater willingness to communicate, lower communication anxiety, higher perceived communicative competence, and more frequent communication only in the French language. This research also showed gender differences. While non-immersion male students exhibited the least positive attitudes toward learning French, non-immersion female students demonstrated a higher attitude orientation than male immersion students.

In Baker and MacIntyre's (2003) study, it was expected that the immersion group would have higher attitude levels than the non-immersion group, yet the gender difference among the non-immersion group was interesting to note. Based on previous research (Bardwick, 1971; Gilligan, 1982; Maccoby & Jacklin, 1979), Baker and MacIntyre (2003) assumed that perhaps the gender difference could be explained because males are less socially oriented than females. Thus this might have influenced the non-immersion males' attitudes toward learning French.

Another interesting note on gender difference from Baker and MacIntyre's (2003) study was that male immersion students showed the highest job related orientation, such as getting a better job or making more money, was the motivating factor for entering into the immersion program. On the other hand, females from the non-immersion group

displayed the highest travel, knowledge, personal achievement orientation toward language learning. This indicated that male students were more instrumental-oriented while female students were more integrative-oriented by Gardner's definition (1985).

Lastly, affective factors in relation to immersion experiences were reported in Baker and MacIntyre's (2003) study. Immersion students indicated that they felt most calm when speaking French to a close friend. Immersion male students also reported the "out-of-school" situations as a more positive experience than the in-school setting (i.e., he felt confident "anytime that I spoke French that I didn't have to do so for a good mark. When I am marked, I get a little nervous and start to mess up") (p. 87).

Baker and MacIntyre's (2003) findings provided valuable data in the further direction of research in the short term immersion programs in non-school settings. For short term immersion training, the measurement of linguistic outcome would be limited unless the program's focus is on specific linguistic aspects. Moreover, the length of program can be another factor in measuring linguistic outcomes. However, non-linguistic effects on short-term immersion, such as affective factors for language learners, are worthy of investigation.

Gardner, Moorcroft, and Metforda (1989) investigated the relation of a series of attitude, motivation and aptitude variables to the acquisition and retention of French language skills. Subjects were drawn from a sample of 105 students registered in an intensive French language summer training program in Trois-Pistoles, Quebec, who completed a series of tests at the beginning and end of the course. A factor analysis of data from the 89 students with complete data identified four factors: French achievement,

integrative motive, self-confidence with French, and self-perception of French competence.

Gardner et al.'s (1989) results suggested that the roles played by language aptitude and attitudinal/motivational variables differed somewhat and reflected the socio-cultural conditions under which language learning took place. Investigation of language loss suggested that language use and attitudinal/ motivational characteristics were major factors involved in the retention of second language skills in the period following intensive training (Gardner, Moorcroft, & Metforda, 1989).

Summary

This review of literature investigated the studies of motivation, anxiety, and self-confidence in language learning that reflect Krashen's (1987) Affective Filter Hypothesis. The Affective Filter Hypothesis indicated that motivation, anxiety, and self-confidence could be factors in facilitating or obstructing language acquisition. It also examined studies on immersion programs that focused on the features, challenges, contexts, and affect in foreign language learning.

The core concepts underling the motivation theories is that motivation is influenced by attitudes towards and orientations to learn a second language, and that higher levels of motivation, especially integrative or intrinsic motivation, have a positive influence in second and foreign language learning. Motivation interacts with self-confidence, language anxiety, self-efficacy, causal attributions, L2 competence, and other variables (Csizer & Dornyei, 2005; Gardner, 1985, 1998, 2000, 2001).

Studies in motivation showed that students learning a foreign language who possess a high degree of motivation are better in language acquisition. Similarly, students

who have positive attitudes toward the foreign language community are not only motivated to pursue foreign language learning, but are generally more successful in language acquisition (Gardner, 1982, 2001). Research has also revealed that anxiety can impede foreign language production and achievement (Aida, 1994; Horwitz, 2000; Horwitz, Horwitz, & Cope, 1986; Ganschow & Sparks, 1996).

Self-confidence and low levels of anxiety also contributed to success in language acquisition (Park & Lee, 2005). The majority of studies on affective factors were focused on learners (i.e. learner's motivation, leaner's own degrees of anxiety or self confidence), and the relationships between these affective factors and the classroom achievement/ performance. Previous research suggested that further research is needed on factors such as classroom environments, the contextual surrounding of action (Dornyei, 2003), different instructional practices, and the interaction between the learner and the learning environment (Dornyei, 2005; Julkunen, 2001), which can have a strong influence on affective factors in language acquisition.

These prior studies of affective factors in relation to foreign language learning and immersion programs oblige the researcher to examine the effects of short-term immersion training. Affects in language learning vary in diverse settings and cultural contexts because students respond to the distinct instructional methods that different educational contexts present. Krashen (1987) states, "Our pedagogical goals… also [include] creating a situation that encourages a low filter …" (p. 32); therefore, it is important to provide a context-rich learning environment where language learners have natural input with a low degree of anxiety.

Creating such context for a second or foreign language learner is an ongoing challenge for educators. As language instructors, everything we do on a daily basis has the potential of becoming a teaching tool. For example, when we hear a song, we think of how we can use the lyrics for language teaching. When we prepare foods, we think of teaching foreign language command forms to our students. Everything around us can provide a context for language learning opportunities. Therefore, creating the real, life-like "context" in a target culture can provide the opportunity for foreign language learners to maximize language exposure and interaction. Immersion training can be integrated into a curriculum to construct such contexts and to provide maximal opportunities for language learners.

This study undertook the dual goals of: (a) understanding and characterizing the dynamics of a short-term immersion training experience that can enhance language learning, and (b) exploring ways in which these learning dynamics in immersion context might be applicable to programs of instruction in formal learning contexts. Furthermore, immersion experiences in a non-school setting, such as the simulated immersion training program at the Defense Language Institute, can hopefully provide new instructional and pedagogical insights as well as different curriculum design considerations for foreign language acquisition.

CHAPTER III

METHODOLOGY

Restatement of the Purpose

The purpose of this study was to explore the effects of immersion training on the learners' affective behaviors of motivation, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center.

This chapter discusses the following research design features: (a) the research design, which was a mixed method involving a total 42 participants with surveys and interviews; (b) the research setting where the surveys, observation, and the interviews were conducted; (c) the participants and criteria they had to meet to participate in the interview; (d) the instrumentation which were *Defense Language Aptitude Battery* (DLAB) scores, *Affective Factors in Foreign Language Learning Questionnaires*, and interviews; (e) the procedures used for data collection, which involved collecting surveys, recording the interviews and transcribing the recordings; (f) the procedures used for data analysis, which involved analyzing statistical data using SPSS Statistics and coding (sorting through the transcribed text to form descriptions and themes of the data); (g) the human subject protection and ethical considerations, which included the Institutional Review Board (IRB) and confidentiality of the participants; and (h) the background of the researcher.

Research Design

This research method consisted of mixed quantitative and qualitative methods utilizing pretest score (DLAB), surveys, observations, and interviews. The study design was a two-group, quasi-experiment using a treatment (immersion) and control group (no

immersion). The experimental group had 22 students and the control group had 20 students. There was a pre- and a post-survey for both groups. The researcher also observed the immersion training at the immersion site. Based on the pre-test and post-test score analysis, the researcher interviewed 13 participants for an in-depth study of their affect during the immersion training.

Defense Language Aptitude Battery (DLAB) scores were used as a covariate to control for differences in ability between the two groups by using analysis of covariance. The participants' DLAB data were obtained from the Academic Record Division at DLI. To protect confidentiality, I assigned random ID numbers to the participants and the research division at DLI aligned the student's data with each random ID number.

In addition to pretest and survey scores, observation of the 2-day immersion training at the site and one-on-one interviews with 13 participants provided more in-depth and holistic perspectives on the immersion training. These interviewees were selected based on the pre and post score analysis, ranging from low to high in affect. In one case, survey score data analysis presented an outlier with contradicting pre- and post scores; therefore, an interview was conducted with that individual. The interviews with participants provided the story behind a participant's experiences and offered the in-depth descriptive information around the topic. Particularly, in the mixed methods approach, interviews were useful as a follow-up to further investigate certain respondents' questionnaires (Turner, 2010).

Research Setting

The facilities at the Presidio of Monterey accommodate approximately 3,500 military personnel in U.S. Army, Navy, Air Force, and Marines, as well as select

Department of Defense (DoD) members and the U.S. Coast Guard. To attend DLIFLC, one must be a member of the Armed Forces or be sponsored by a government agency. DLIFLC students are taught by more than 2,000 educated instructors, 98 percent of whom are native speakers of the languages they teach (www.dliflc.edu, October 25, 2011).

The research took place at a remotely isolated immersion training site in Seaside, California, away from the participants' normal language school setting. Based on the semester the students were in the program, they spent one to three days in an isolated environment with their instructors. First-semester students have one-day immersion, two-day immersion during the second semester, and three-day immersion during the third semester. Students were not permitted to speak English during the immersion. The facility is equipped with kitchens and sleeping quarters. The program consisted of real-world exercises such as bargaining for food and clothing at a market place, going through customs, and making hotel reservations. The program also included military context scenarios such as requiring the student to role-play a US Military Policeman (MP) required to select a Korean interpreter to conduct a search for a perpetrator during a town security patrol.

Participants

All 42 participants in this study were military personnel from all U.S. Department of Defense services studying Korean at the Defense Language Institute Foreign Language Center. They were at the end of their second semester in the Korean basic course. Among these, 31 were male and 11 were female students. The majority of learners' ages at DLI are in their mid-twenties to mid-thirties. Of the participants, 32 identified their ethnic

Table 1

Demographic Information of the Participants

Demographic Variables	Value	N (%)
Gender	Male	30 (71)
	Female	12 (27)
Age	Under Twenty	2 (5)
	Twenties	39 (93)
	Thirties	1 (2)
Ethnicity	Caucasian	32 (76)
	Korean/Caucasian	3 (7)
	Other	7 17)
Other Language	French	1 (2)
	German	1 (2)
	Japanese	2 (5)
	Korean	1 (2)
	None	32 (76)
	Polish	1 (2)
	Some Spanish	1 (2)
	Spanish	3 (7)
Branch of Service	Army	16 (38)
	Air force	14 (33)
	Marine	7 (17)
	Navy	5 (12)
Rank	Officer	1 (2)
	Non-commissioned Officer	1 (2)
	Enlisted	40 (95)
Years of Education	12	12 (27)
	13−14	17 (40)
	15−16	10 (24)
	17−18	3 (7)
Years in Service	less than 1 year	27 (64)
	2−4 years	13 (31)
	more than 5 years	2 (5)
Volunteer to be Linguists	Yes	41 (98)
	No	1 (2)
Studying Choice of Language	Yes	25 (60)
	No	17 (41)

background as Caucasian, six as mixed, one as African American, one as Chinese, one as Japanese, and one as Latino. All the participants rated English as their native language. Some spoke other languages: four spoke Spanish, two Japanese, one French and one German. Table 1 lists the demographic information for the participants.

Protection of Human Subjects

An Institutional Review Board Protection of Human Subjects (PHS) application was submitted and approved on January 19, 2012, by the University of San Francisco (Appendix B), as well as the Research Division at the Defense Language Institute (Appendix A) on January 13, 2012, to ensure protection of students, faculty members, and staff that were involved and interviewed. The researcher followed the IRBPHS protocol and observed ethical considerations. The research division at DLI assigned the numeric ID number to each participant to maintain the anonymity of the participants. Numeric identification numbers or pseudonyms were used to identify all participants in the surveys, individuals interviewed, included in DLAB and ICPT scores, or cited when reporting research results.

Participants provided informed-consent forms before engaging in the research (Appendix C). The participants had the right to refuse to participate and to withdraw at any time (Appendix D). All collected data is kept confidential. Interviews with the participants were recorded with the use of a laptop audio recorder, and were transcribed and kept confidential. The participants remained anonymous throughout the research and beyond. At no time has any participant have identified by their real name. The results will not be used for any other purpose than the stated one. While the confidentiality of the

participants has been protected as far as possible under the law, participation in research may mean a loss of privacy.

All participants in this research were voluntary. The researcher provided the participants with the consent letter, informed-consent form, and research subjects' bill of rights. All paperwork informed participants of the following: (a) the purpose and background, procedures of the research, and the results and likely social consequences if would have on their lives; (b) that the research was voluntary and that the participants could refuse the participate in the research or withdraw at any time; (c) that the participant's anonymity was protected; and (d) that there was no cost and no direct benefit for participating in the research. Participants were informed their experiences would be utilized to increase understanding of affective factors in foreign language learning.

Instrumentation

The research utilized three instruments: (a) *Defense Language Aptitude Battery* (DLAB) scores, (b) *Affective Factors in Foreign Language Learning Questionnaires*, and (c) interviews with 13 immersion training participants.

Defense Language Aptitude Battery (DLAB) Scores

The Defense Language Aptitude Battery (DLAB) is a standardized test used by the United States Department of Defense to test an individual's potential for learning a foreign language, and is used to determine who may pursue training as a military linguist (Bohan, 2010). It consists of 126 multiple-choice questions and the scores range from 0 to 176. The test attempts to predict a person's ability to learn a language rather than gauge fluency in a given language. The languages are broken into four tiers, based on their

difficulty level for a native English speaker, as determined by the Defense Language Institute.[2] Minimum DLAB Scores for admission to a language program are 95 for Category I languages, 100 for Category II languages, 105 for Category III languages, and 110 for Category IV languages. Korean language is categorized as one of the most difficult languages (Category IV language) for a native English speaker to learn. All students in the study received a score of 110 or higher on the DLAB.

Affective Factors in Foreign Language Learning Questionnaire

Affective Factors in Foreign Language Learning Questionnaire was adapted from Gardner's (1985) *Attitude/Motivation Test Battery* (AMTB) and Horwitz, Horwitz, and Cope's (1986) *Foreign Language Classroom Anxiety Scale* (FLCAS). Students were required to circle a number on a 7-point Likert scale (1=*Strongly disagree*; 7=*Strongly agree*) that best represented their response to a number of items pertaining to student's motivation, anxiety, and self-confidence in learning Korean language. The *Affective Factors in Foreign Language Questionnaire* has two versions; *Affective Factors in Foreign Language Questionnaire I* and *Affective Factors in Foreign Language Questionnaire II*. *Questionnaire I* was administered as a pretest and *Questionnaire II* was administered as a posttest. Both questionnaires were identical, except that the item "Please provide candid and thoughtful responses to the following questions regarding your language learning after the immersion training that you have just completed" was added to the survey instruction in the *Affective Factors in Foreign Language Questionnaire II*, for the experimental group.

[2] Language Categories are: (I) Language Categories are: (1) Category I languages; French, Italian, Portuguese, and Spanish, (2) Category II languages: German, Indonesian, (3) Category III languages; Dari, Hebrew, Hindi, Persian, Punjabi, Russian, Serbo-Croatian, Tagalog, Thai, Turkish, Urdu, and Uzbek, (4) Category IV languages; MS Arabic, Pashto, Chinese, Japanese, and Korean.

Affective Factors in Foreign Language Learning Questionnaire contains two sections: Section I included the demographic information of participants: school, week of instruction, name, date, first language, gender ethnic background, rank, branch of service, whether participant volunteered for Korean language program, and whether Korean is their language of choice. Section II included survey items with 7-point Likert scales from 1 (*Strongly disagree*), 2 (*Moderately disagree*), 3 (*Slightly disagree*), 4 (*Neutral*), 5 (*Slightly agree*), 6 (*Moderately agree*), 7 (*Strongly agree*). This section consisted of six subsections: 6 items asking motivational attitudes; 4 items asking integrative motivation; 4 items asking instrumental orientation; 11 items asking anxiety regarding learning Korean; 6 items regarding self-confidence; and 5 items regarding the student's perception about the effect of immersion training on language skills. The participants were asked to provide candid and thoughtful responses to the questions regarding their language learning.

Interview Questions

The interview questions were guided by research questions and adapted from *A Guide for Evaluating Foreign Language Immersion Training* (Defense Language Institute, 1997). Following are the research questions and the associated interview questions under each item.

Research Question #1: What effect does simulated immersion training have on a student's motivation and attitudes to learn a foreign language?

Interview Questions:

1. What were your overall thoughts/feelings before and after the immersion training?

2. What were your goals/expectations/plans about the immersion training before and after you participated?
3. How has this immersion affected your motivation in learning Korean?

Research Question #2: What effect does simulated immersion training have on a student's anxiety toward learning a foreign language?

Interview Questions:

1. How would you describe the levels of anxiety in speaking before and after the immersion training?
2. How has this immersion affected your anxiety towards using Korean?

Research Question #3: What effect does simulated immersion training have on a student's confidence in learning foreign language?

Interview Questions:

1. How did you feel about engaging in Korean conversations in various situations before the immersion training? How do you feel about it after the immersion training?
2. How did you respond to any feelings of comfort or discomfort?
3. How has this immersion affected your confidence in using Korean?

Research Question #4: What are the student's beliefs about the effects of simulated immersion training on language skills?

Interview Questions:

1. How does immersion training differ from your language learning in the classroom?
2. What experiences differ from classroom learning?

3. How do you think this immersion training affected your Korean skills?

Procedures

The researcher had the research plans reviewed and approved by the Institutional Review Board (IRB) at USF (Appendices A and B). The researcher developed an informed-consent form for participants to sign before participants engaged in the research (Appendix C). Confidentiality was protected. The participants had the right to refuse to participate and to withdraw at any time (Appendix D). The participants remained anonymous throughout the research and were given only identification numbers to protect their identities. Pseudonyms were randomly assigned to identification numbers for use in this research.

The research division with the collaboration from the dean of the Korean school assisted in selecting two-cohort group of students in the later stage of their second semester. The school looked at the classes, which had not gone through the immersion training and selected two classes for the research. The class with upcoming immersion schedule was selected as the experimental group.

The students in the experimental group took the survey right before and immediately after the immersion training. The control group took the same survey for the pre- and post-survey. The research was conducted by first collecting and analyzing two sets of scores: (a) *Defense Language Aptitude Battery* (DLAB) scores and (b) pre- and post-survey scores on the *Affective Factors in Foreign Language Learning Questionnaire*.

After analyzing these two sets of data, the researcher selected and interviewed 13 volunteer participants who were open to discuss their feelings and in-depth experiences about immersion training. To identify these, the DLAB and total motivation scores were

dichotomized and crossed to form a 2 x 2 table with high and low DLAB scores crossed with high and low motivation scores. Interview participants were evenly distributed among the high DLAB/low motivation, high DLAB/high motivation, and low DLAB/high motivation groups. Additionally, the researcher selected the only person with a low DLAB/low motivation score. The resulting interviews were utilized to examine the correlations between scores and the effects of immersion training on affective factors. The researcher used random ID numbers for all participants to protect their privacy. The researcher triangulated and interpreted the data by utilizing research member checks. The research followed Creswell's (2007) guidelines during every step of the procedure.

The data collection process consisted of the following steps: (a) conducting a pre-survey using the *Affective Factors in Foreign Language Learning Questionnaire I* of 42 participants, 22 for the experimental and 20 for the control group; (b) observing the experimental group during a 2-day immersion training from January 30, 2012 through January 31, 2012; (c) conducting a post-survey for the experimental group after the immersion training using the *Affective Factors in Foreign Language Learning Questionnaire II* and the control group using the *Affective Factors in Foreign Language Learning Questionnaire I*, a repeat survey; (d) analyzing the DLAB score and the *Affective Factors in Foreign Language Learning Questionnaire* data; (e) conducting an audio-taped, 30-40 minute, face-to-face interview with 13 volunteer participants using open-ended questions to get participants' in-depth experience; and (f) transcribing the interviews and having participants review the transcripts for validity and accuracy. The researcher conducted observations and the pre- and post-immersion surveys at the immersion site. Control group surveys and interviews with volunteers took place at the Defense Language Institute for their convenience.

Preliminary Data Analyses

The complete data set included students' DLAB scores, *Affective Factors in Foreign Language Learning Questionnaire* scores, and audio transcriptions of all interviews and meetings. *Affective Factors in Foreign Language Learning Questionnaire* measured six variables: motivation, integrative orientation, instrumental orientation, anxiety, self-confidence, and immersion. After completing all data collection, the researcher examined, cleaned, analyzed, and coded the data. DLAB and survey scores were entered into SPSS for statistical analysis using independent sample t-tests and analysis of covariance (ANCOVA). Scores on the DLAB and motivation sub scale were dichotomized and crossed to identify interview candidates.

There were three preliminary data analyses completed prior to addressing the research questions. First, the *Affective Factors in Foreign Language Learning Questionnaire* subtest scores were analyzed. Second, the pretest equality between the two groups was examined. Third, interviews were transcribed and coded for in-depth understanding of the research questions. One participant was not able to take the posttest due to a medical reason, thus the sample size was changed from 42 to 41, with 21 in the experimental group and 20 in the control group.

Affective Factors in Foreign Language Learning Questionnaire Subtest Scores

There were six subtest scores in the *Affective Factors in Foreign Language Learning Questionnaire*: motivational attitude, integrative orientation, instrumental orientation, anxiety, self-confidence, and immersion training.

Motivational Attitude

Motivation is defined as the learner's orientation with regard to the goal of learning a second language. The six items listed in Table 2 measured the variable. Each item was scored with a 7-point Likert scales ranging from *strongly disagree* to *strongly agree*. The higher the score, the greater the motivation. A principal component analysis of the 6 items suggested a single component, accounting for 69% of the variance among the items (4.13/6). Table 2 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's alpha for the 6 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores.

Table 2

Principal Component Analysis of Items and Reliability Estimates for Motivational Attitude

Variable	No	Question	Factor Loading	Eigen Value	Cronbach's alpha	Test-retest
Motivation Attitude	1	I enjoy learning about Korean culture.	0.84	4.13	0.90	0.93
	4	I speak Korean outside of class whenever I have a chance.	0.61			
	6	I want to learn Korean so well that it becomes second nature to me.	0.8			
	7	I would like to know more Korean people.	0.92			
	11	I would like to learn as much Korean as possible.	0.93			
	26	I want to be able to communicate frequently with Koreans.	0.84			

Integrative orientation

Integrative Orientation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. There were four items to measure the variable. Items are listed in Table 3. Each was scored with a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*. The higher the score, the greater the integrative motivation. A principal component analysis of the 4 items suggested a single component, accounting for 71% of the variance among the items (2.85/4). Table 3 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's alpha for the 4 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores.

Table 3

Factor Analysis of Items and Reliability Estimates for Integrative Orientation

Variable	No	Question	Factor Loading	Eigen Value	Cronbach`s alpha	Test-retest
Integrative orientation	10	Studying Korean is important to me because it will allow me to be more at ease with fellow Americans who speak Korean.	0.80	2.85	0.86	0.86
	19	Studying Korean is important to me because I will be able to participate more freely in the activities of another cultural group.	0.90			
	22	Studying Korean is important to me because it will enable me to understand and better appreciate Korean art and literature.	0.83			
	35	Studying Korean is important to me because it will allow me to meet and speak with more and varied people.	0.84			

Instrumental orientation

Instrumental Orientation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. There are four questions to measure the variable. Items are listed in Table 4. Each was scored with a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*. The higher the score, the greater the instrumental motivation. A principal component analysis of the 4 items suggested a single component, accounting for 58% of the variance among the items (2.31/4). Table 4 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's alpha for the 4 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores.

Table 4

Factor Analysis of Items and Reliability Estimates for Instrumental Orientation

Variable	No	Question	Factor Loading	Eigen Value	Cronbach`s alpha	Test-retest
Instrumental Orientation	2	Studying Korean is important to me because it will someday be useful in getting a good job.	0.88	2.31	0.76	0.87
	12	Studying Korean is important to me because I will need it for my future career.	0.85			
	15	Studying Korean is important because other people will respect me more if I have knowledge of a foreign language.	0.51			
	29	Studying Korean is important to me because it will make me a more knowledgeable person.	0.75			

Anxiety

Anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language. There are eleven questions to measure the variable. Items are listed in Table 5. Each was scored with a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*. The higher the score, the bigger the anxiety. A principal component analysis of the 11 items

Table 5

Factor Analysis of Items and Reliability Estimates for Anxiety

Variable	No	Question	Factor Loading	Eigen Value	Cronbach`s alpha	Test-retest
Anxiety	5	I feel worried about making mistakes when I use Korean.	0.66	4.99	0.87	0.91
	9	I am afraid of being corrected for my mistakes by Korean teachers.	0.62			
	13	I feel anxious about engaging in conversation with native Koreans outside of the classroom.	0.75			
	18	I feel frightened when I don't understand what the teacher is saying in Korean.	0.72			
	20	I am nervous speaking Korean with native Koreans.	0.77			
	23	I feel nervous when I don't understand every word of Korean I hear.	0.42			
	24	I feel comfortable around Korean people.	0.36			
	25	I feel tense and nervous when I need to discuss things unfamiliar to me in Korean.	0.86			
	30	I am afraid the other students will laugh at me when I speak Korean.	0.69			
	32	I feel self-conscious about speaking Korean in front of other students.	0.72			
	34	I feel sure of myself when I am speaking in Korean.	0.68			

suggested a single component, accounting for 45% of the variance among the items (4.99/11). Table 5 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's alpha for the 11 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores.

Self-confidence

Self-confidence is the disposition to experience oneself, as they feel sure about their foreign language ability by themselves. There are six items to measure the variable. The items are listed in Table 6. Each was scored with a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*. The higher the score, the higher the self-confidence. A principal component analysis of the 6 items suggested a single component, accounting for 45% of the variance among the items (2.67/6).

Table 6

Factor Analysis of Items and Reliability Estimates for Self-Confidence

Variable	No	Question	Factor Loading	Eigen Value	Cronbach`s alpha	Test-retest
Self-confidence	16	I feel that I can speak well enough in Korean to make myself understood on certain topics.	0.72	2.67	0.71	0.83
	17	I feel confident about speaking Korean.	0.78			
	27	I feel confident and relaxed when giving presentations in Korean in front of people.	0.4			
	28	I believe I can overcome the obstacles of learning Korean if I work hard.	0.47			
	31	I feel that I can understand a conversation in Korean.	0.74			
	33	I expect to do well in my Korean course.	0.78			

Table 6 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's alpha for the 6 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores.

Immersion Training

The immersion variable shows how students believe the influence of immersion training affected their language skills. There are five items to measure the variable. Items are listed in Table 7. Each was scored with a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*. The higher the score, the stronger the expectation. A principal component analysis of the 5 items suggested a single component, accounting for 63% of the variance among the items (3.16/5). Table 7 also presents the unrotated component loadings and the eigenvalue from the component analysis. Also shown is Cronbach's

Table 7

Factor Analysis of Items and Reliability Estimates for Immersion

Variable	No	Question	Factor Loading	Eigen Value	Cronbach`s alpha	Test-retest
Immersion Training	3	This immersion training provided good opportunities to use my target language reading skills.	0.53	3.16	0.84	0.84
	8	This immersion training gave a better understanding of the culture of the language I am learning.	0.63			
	14	This immersion training provided good opportunities to use my target language listening skills.	0.90			
	21	This immersion training provided good opportunities to use my target language speaking skills.	0.89			
	36	This immersion training increased my ability to speak the target language.	0.94			

alpha for the 5 items as well as the test-retest reliability obtained by correlating the pretest and posttest scores. Table 8 provides a summary of the six variables before immersion training.

Table 8

Summary of Six Variables Before Immersion Training (N=42)

Variable	Mean	S.D.	Cronbach's alpha
DLAB	119.17	9.713	0.79 - 0.88 [a]
Motivational Attitude	33.3	7.1	0.91
Integrative Orientation	18.9	5.1	0.88
Instrumental Orientation	21.6	4.4	0.74
Anxiety	44.9	11.1	0.87
Self-confidence	29.4	5.1	0.73
Immersion Training	28.4	4.9	0.84

[a] Across various forms of the DLAB (DLIFLC Research Division, Dr. Gordon Jackson, Personal communication, June 14, 2013).

Pretest Equality of the Experimental and Control Groups

Before checking the pretest differences of the six variables between the two groups, DLAB scores were compared. On the DLAB, the mean of the experimental group was 121.0 (SD=9.64) and the mean of the control group was 117.1 (SD=9.60). The difference between the two groups was not significant at the .05 level of statistical significance (t=1.327, p=0.192). Thus, it is suggested that the two groups have similar abilities on learning a foreign language. Interesting enough, as shown in Table 9, the DLAB correlates negatively with all six variables, suggesting the higher the DLAB scores, the lower the affective scores. Table 9 shows correlation coefficient between DLAB and the six affective variables.

Among the six affective variables, only the immersion training variable had a statistically significant difference between the two groups, where the control group had higher scores than the experimental group. There was no statistically significant evidence for differences between the two groups on the other variables.

Table 9

Correlation Coefficients Between DLAB and the Six Affective Variables (N=42)

	Motivation Attitude	Integrative Orientation	Instrumental Orientation	Anxiety	Self-Confidence	Immersion
DLAB	-.23	-.33	-.18	-.16	-.15	-.29

Table 10

Means, Standard Deviations (SD), t-Values and p-Values Comparing the Experimental and Control Groups on the Six Affective Variables Pretest Scores (N=42)

	Immersion (n=22)		Control (n=20)		d.f.	t-value	p-value
	Mean	S.D.	Mean	S.D.			
Motivational Attitude	33.7	6.6	32.8	7.8	40	0.44	0.66
Integrative Orientation	19.1	6.0	18.6	3.9	40	0.36	0.72
Instrumental Orientation	22.1	4.8	21.1	3.9	40	0.77	0.45
Anxiety	47.3	10.3	42.3	11.7	40	1.46	0.15
Self-confidence	29.7	5.3	29.0	4.9	40	0.43	0.67
Immersion Training	26.4	5.3	30.5	3.3	40	-2.95	.005***

***p<0.01

Table 10 compares the pretest scores between the two groups on the six affective variables.

Interviews

To form the motivation score, motivational attitude, integrative, and instrumental motivation scores were converted to z-scores and summed. The sum was then multiplied by 10 and 50 added to each score, creating a T score for the summed motivation. A scatter plot of motivation and DLAB was created and mean scores for the two measures were drawn in creating 4 quadrants. Then 13 individuals were selected at random for interviews from each of the quadrants. Among the 13 interviewees, 12 interview participants were evenly distributed in the high DLAB/low motivation, high DLAB/high motivation, and low DLAB/high motivation groups. One participant with a low DLAB/low motivation score was included in the interviews.

When looked at the relationship between DLAB and pre-motivation, the students with higher DLAB scores have lower motivation combining both groups. Scatter plot, Figure 1, shows the negative relationship between DLAB and pre-motivation scores.

The interviews were transcribed and the confirmation of accuracy was received from each interviewee. The researcher triangulated data collected from the 13 interview transcriptions and the observation notes used during this study, seeking regularities, repeated patterns, or phrases. Concepts of affects in learning foreign language in the review of literature served as the basis for analyzing the data and coding the transcription of each of the 13 individuals interviewed for the study. According to Creswell (2007), "coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (p 251). Repeated patterns and concepts that emerged from data

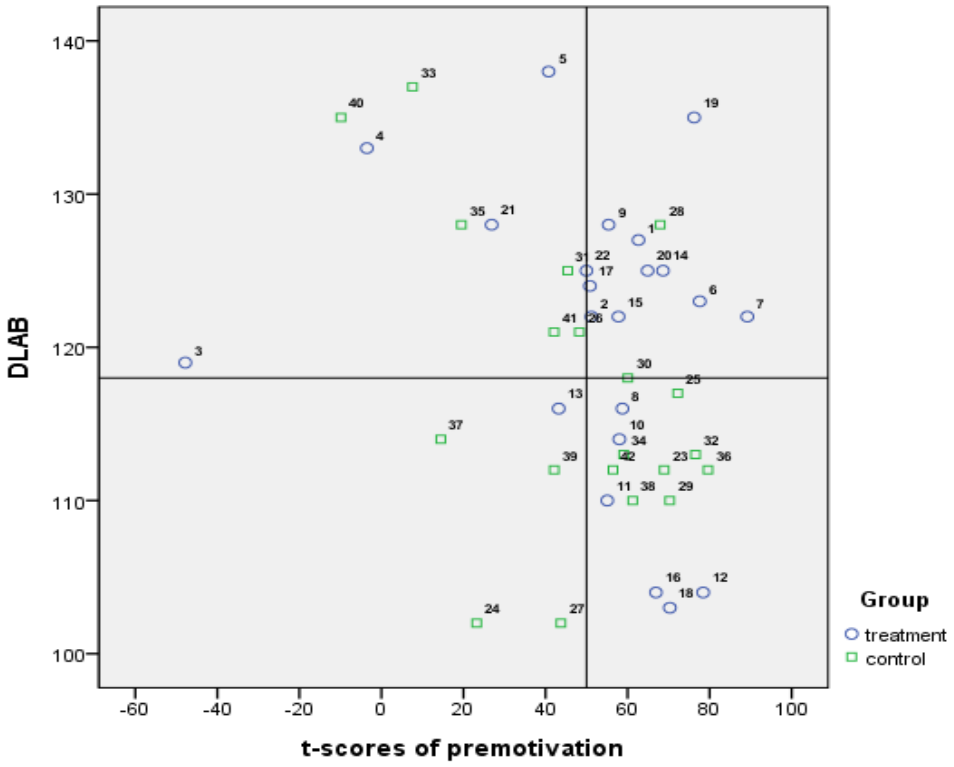

Figure 1.

Scatter plot of DLAB and Pre-Motivation

became themes in data analysis. The researcher coded the text data for generative themes and categorized based on the four major research questions of this research. These themes were consistent phrases, expressions, or ideas that were common among interviewees. (Kvale, 2007). The researcher also looked for differences.

Researcher's Background

I was born and raised in Korea and my first language is Korean. My first exposure to a foreign language was from my late mother. My parents experienced the Japanese colonization of Korea when they were teens and also survived the Korean War after

Korea's independence from Japan. Both of my parents had to learn Japanese during their school years due to the Japanese occupation of Korea. I don't recall my father speaking Japanese, but I observed my mother speaking Japanese. In fact, my mother taught me some simple Japanese expressions and numbers when I was a child.

I started to learn English in middle school in Korea when I was in the 7th grade. English class was once or twice a week in the weekly curriculum and taught by a Korean teacher. Looking back, every English class was taught using the grammar translation and audio-lingual methods with many drills of repeating vocabulary and sentences following the teacher's lead. Class was mainly focused on reading and writing, with rarely any opportunity to speak English outside of the practice of dialogues in the textbook.

My interest in learning foreign languages probably emanated from learning other cultures and knowing people from different countries. As early as I can remember in my early teen years, I wanted to travel to other countries on the other side of the world from Korea. Learning English was accepted as learning an international language. When I was about 17, I came to the U.S. to study English, but my stay then didn't last long since my father was ill and I had to return to Korea. During my first stay in the United States, I became very fascinated by the field of intercultural communication. Learning about other cultures and exploring and navigating ways to find similarities and learning the values and customs of people from other cultures were all very exciting. In line with Gardner's (1985) definition, I had a strong integrative oriented motivation and positive attitudes toward learning English.

In my early 20's after I graduated from university, I had an opportunity to teach at the international high school in Korea. I was a bilingual teacher teaching Korean

language to foreign students and teaching English to Korean students. I was the youngest teacher in the school, and graciously, the principal gave me much liberty in teaching the classes. During that time, I learned as I taught that culture and language cannot be separated in language learning. Perhaps that's why immersion in target cultures is one of the best ways to learn foreign language.

My schooling and academic experiences at American universities provided different insights and perspectives on language learning. Compared to how foreign languages are taught and learned in Korea, the changes in language learning methods and the instructional strategies that are employed in ESL and EFL areas made me think of ways to develop different frameworks. Most foreign languages are taught in the school classroom setting. I asked myself what could be done to simulate a learning setting that is close to the environment of the target culture. This immersion research is an attempt to examine ways in which learning practice and environments can be expanded and explored to motivate the learners of foreign languages.

I earned two Master's Degrees, one in English Education as a Foreign Language and the second in Speech and Communication Studies with an emphasis on Intercultural Communication from San Francisco State University, California. I have taught in various colleges in the Bay Area; San Francisco State University, University of San Francisco, College of Alameda, and San Mateo College. My teaching experience includes courses in oral and interpersonal communications, intercultural communication, business and professional communication, and public speaking, as well as speech communication for people who speak languages other than English. I also taught at the United States Government's Defense Language Institute Foreign Language Center from 2003 to 2012

where I specialized in the areas of faculty training, curriculum development, and technology integration into subject matter areas. As an adjunct faculty member of the University of California, Berkeley's International TESOL Program, I traveled to Korea to provide instruction to teachers of English during 4-week intensive training courses.

CHAPTER IV

FINDINGS

Overview

This study examined and explored the effects of immersion training on the learners' affective behaviors of motivation, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center. Using military linguists from all services as participants, a quasi-experiment was conducted that compared an experimental group that experienced immersion with a control group that did not experience immersion. Scores on six affective measures were collected as pretest and as posttest measures, and the *Defense Language Aptitude Test* (DLAB) was used as a covariate in an analysis of covariance (ANCOVA) to adjust posttest scores for differences between the groups on DLAB.

The quantitative research enabled the researcher to examine the effects of immersion training on student's affective factors in learning foreign language. In addition, qualitative interviews allowed the researcher and participants to engage in interviews as one-on-one dialogues. During the dialogues, participants shared their immersion training experiences in their foreign language learning. Emerging patterns or concepts became themes reflected in responses to research questions. These findings are presented below.

Research Questions and Quantitative Findings

To answer the study's four research questions, data was collected from (a) *Defense Language Aptitude Battery* (DLAB) scores, (b) *Affective Factors in Foreign Language Learning Questionnaires*, and (c) interviews with 13 immersion training participants. For statistical analysis, SPSS was utilized. Before the training, independent

sample t-tests were completed on the DLAB and the six affective variables pretest scores to see if the difference between the two groups was significant on seven variables (DLAB, motivation attitude, integrative orientation, instrumental orientation, anxiety, self-confidence, immersion). This analysis, described in Chapter Three, demonstrated no statistically significant differences between the two groups for the DLAB scores, and only one statistically significant difference between the groups for immersion on the six affective variables. Thus, there is evidence that the two groups were similar on six of the seven pretest measures.

After the training, the experimental group was tested again on the six affective measures. To examine the effect of immersion training, ANCOVA was done using DLAB scores as the covariate to adjust the posttest affective scores. In all six ANCOVAs, the test for the homogeneity of regression coefficient assumption was not rejected, suggesting the regression slopes were not different between the groups, a critical precondition for ANCOVA. These results are shown in Table 11 and discussed by research questions.

Research Question One

What effect does simulated immersion training have on a student's motivation and attitudes?

There were three motivation measures: motivational attitude, integrative orientation, and instrumental orientation. For motivational attitude, scores dropped from pretest to posttest for both the immersion and control groups, and a paired samples t-test showed that the decrease was statistically significant for both groups. The experimental group dropped from a mean of 33.7 on the pretest to a mean of 28.0 on the posttest

Table 11

ANCOVA Using DLAB as a Covariate (N=41)

	Raw Pretest		Raw Posttest		F	p	Adjusted Posttest	
	immersion	control	immersion	control			Immersion	control
Motivational Attitude	33.7	32.8	28.0	26.9	2.84	.10	28.5	26.4
Integrative Orientation	19.1	18.6	20.0	18.3	6.76	.013*	20.6	17.8
Instrumental Orientation	22.1	21.1	22.2	20.8	2.14	.15	22.5	20.6
Anxiety	47.3	42.3	50.6	44.2	2.30	.14	51.3	43.4
Self-confidence	29.7	29.0	31.1	29.2	1.41	.24	31.5	28.9
Immersion	26.4	30.5	26.9	29.8	2.26	.14	27.2	29.5

*p<0.1

(t=10.83, p<.05); the control group dropped from a mean of 32.8 on the pretest to a mean of 26.9 on the posttest (t=8.63, p<.05). For both integrative orientation and instrumental orientation, there were no statistically significant changes from pretest to posttest for either group. After posttest adjustment on each of the three motivation measures for DLAB differences on the pretest, the adjusted posttests were not statistically significant for motivational attitude or for instrumental orientation. However, the ANCOVA showed that there was a statistically significant difference between the immersion and control groups (F=6.76, p<.05) on the adjusted mean scores for integrative orientation, with the experimental group having a higher adjusted mean (M=20.6) than the control group (M=17.8).

Research Question Two

What effect does simulated immersion training have on a student's anxiety toward learning a foreign language?

For anxiety (the maximum of 77 points) before the immersion training, the mean of the experimental group was 47.2 and the control group was 42.3, indicating both groups had anxiety in using a foreign language. After immersion training, the mean of the experimental group was 50.6, a statistically significant increase ($t=3.11$, $p<.05$) from pretest to posttest. The control group anxiety mean scores also increased to 44.2, but this increase was not statistically significant. Interestingly, the mean of the control group was lower than the experimental group, suggesting a possible negative effect on student anxiety for the experimental group.

Research Question Three

What effects does simulated immersion training have on a student's confidence in learning foreign language?

For self-confidence (the maximum of 42 points), the experimental group mean scores went up from pretest ($M=29.7$) to posttest ($M=31.1$), but this increase was not statistically significant; the control group barely changed from pretest to posttest. The ANCOVA showed no statistically significant differences between the immersion and control groups on the adjusted posttest scores.

Research Question Four

What are the student's beliefs about the effects of simulated immersion training on language skills?

For immersion, there were no statistically significant changes from pretest to posttest. However, the control group did have higher scores on the immersion pretest (M=30.5 versus M=26.1) and the immersion posttest (M=29.8 versus M=26.9). The ANCOVA showed no statistically significant differences on the adjusted posttest scores between the two groups.

Summary of Quantitative Findings

In summary, statistical analyses indicated that the immersion training did not have a strong positive effect on student's affect in learning foreign language. The motivational attitude dropped for both groups from pretest to posttest, and anxiety appeared to increase for the experimental group from pretest to posttest. Only one ANCOVA, integrative motivation, was statistically significant for adjusted posttest scores, with the experimental group students demonstrating higher scores (adjusted M=20.6) than control group students (adjusted M=17.8). For self-confidence, the ANCOVA showed no statistically significant differences between the experimental and control groups. The experimental group's mean scores went up from pretest to posttest, but the increase was not statistically significant. Student's beliefs about the effects of immersion training on language skills had no statistically significant changes from pretest to posttest. The ANCOVA showed no statistically significant differences between the two groups. Low statistical power due to the small sample size may have prevented the mean score differences from reaching statistical significance.

Interviews

The researcher conducted interviews with 13 participants to have an in-depth understanding of the effects of immersion training on the affective factors in the foreign

language learner's experience. Participants were selected from both groups based on the DLAB and motivation scores once statistical analysis was completed. The interviews were conducted after both groups completed their immersion training in order to gain an in-depth study of their affect during the immersion training experience. The researcher conducted 13 total interviews consisting of four students from the High DLAB/Low Motivation, High DLAB/High Motivation, and Low DLAB/High Motivation groups. Additionally, one student recognized as an outlier was interviewed. A pseudonym was assigned to each participant by the researcher. Table 12 depicts the demographic

Table 12

Demographic characteristics of 13 Interviewees

Name	DL AB	Age	Gender	Other Lang	Ethnicity	Rank	B. of Ser.	Year of Edu	Korean as a Language Choice
Trish	138	20	F	None	African-American	E-3	Air Force	12	No
Jason	128	23	M	None	Caucasian	E-3	Air Force	15	No
Robert	137	24	M	None	Caucasian	E-4	Army	16	No
Larry	135	25	M	None	Caucasian	E-4	Army	17	No
Al	127	21	M	None	Caucasian	LCPL	Marine	13	Yes
Quint	135	23	M	None	Caucasian	E-3 (AIC)	Air Force	14	Yes
Mike	125	22	M	Japanese	Multi-Ethnic	E-3	Air Force	15	Yes
Hugo	128	21	M	None	Latino	E-3	Air Force	12	Yes
Brett	104	21	M	None	Caucasian	E-3	Marine	12	Yes
Clara	103	25	F	Korean	Korea-Caucasian	E-3	Air Force	16	Yes
Liam	112	21	M	Some Spanish	Caucasian	E-3	Army	13	No
Cyndi	113	19	F	German	Caucasian	E-3	Navy	12	Yes
Ted	119	18	M	None	Caucasian	E-3	RA	12	No

information for the participants interviewed.

Research Questions and Qualitative Findings

The following section presents findings from interviews that were relevant for answering each of the four research questions posed by this study. To convey findings, generative themes emerging from the coding and data analysis are highlighted along with participant interview quotations from the study.

Research Question One

What effect does simulated immersion training have on a student's motivation and attitudes to learn foreign language?

The themes that emerged regarding the language learner's motivation and attitudes from the immersion experience were (a) self-discovery, and (b) integrative motivation.

From Intimidation to Self-Discovery

Most participants shared that the immersion training provided the opportunity to discover their target language level –"can do"- in language learning. All participants expressed their feelings and thoughts about entering into the immersion training. These feelings were described as intimidated, stressed, nervous, terrifying, nerve racking, dreading, not excited, pressure, curious but a bit anxious, scary, and excited about immersion training due to the requirement to only speak the target language during immersion. All immersion students signed a contract prior to training committing themselves to use only the target language as the medium of communication except during emergency situations. Upon entering the immersion facility, they conducted a verbal pledge reaffirming their commitment to the use of the target language only. These

aforementioned feelings were primarily related to self-doubt about the use of the target language for an extended time period. Trish expressed:

> Before the training, I was a little intimidated because I feel we didn't know much to talk for like entire day in Korean. So I felt kind of intimidated like, you know, we're going to have to talk for entire day and I don't think this is going to be possible. I was kind of like kind of giving up on the whole talking all day… But afterwards, I think I realized that we do know that many words to be able to talk all day. And it's not as hard as I was making it in my head… First going into it, I didn't really have any goals because I thought that I wasn't going to be able to keep up with talking all day… But the more I was there, the more I realized [I] like speaking in Korean. So the longer we were there, the easier it got to talk.

Jason also stated that going into immersion training was somewhat anxious because it was different from the ordinary. Students at DLI have class five days a week for six or seven hours a day. Going into a new location with new teachers and fellow students, not knowing what to expect, and having to speak Korean all day was not a typical routine for him. He mentioned that students were just reading and listening in class, and they don't really get to practice using the target language. He was aware that no English was allowed and he didn't want to be a recluse or to avoid everyone. By the end of the first day, his apprehension subsided and he felt more comfortable staying in the target language. Jason said,

> I started to feel like maybe I can speak Korean, maybe I am actually learning something, and maybe I'm not just going to be faking it this whole time and trying to just figure out enough of this reading passage or listening passage or trying to memorize enough conversational, or monologue or dialogue to pass the test. Maybe it is something that I can do, free form, without all that practice. Maybe I am actually learning this language. That was one of the big takeaways from the immersion training.

Jason had never learned a foreign language before, so he felt he didn't really know how to go about learning a foreign language. He just did his best to pass the tests and to keep up with the rest of the class. He felt that taking tests, reading and listening to

passages, and some of the speaking in class didn't feel like learning a language. However, immersion training provided an opportunity for him to bring what he learned into context and to apply it through natural conversations about things. Unlike the initial thoughts about immersion training, Jason felt that the immersion was a great way to break the routine and to do something different.

For Robert, going into immersion was similar to being thrown into the target country. He didn't want to show up in the target country and be completely incompetent or not prepared. While his language class emphasized speaking in the target language mostly, he said he was never ready to stop speaking English because he was comfortable communicating in. He expressed that,

> So it's really nerve racking because you're afraid you're going to go and, 1) accidentally speak English and get punished for it, or 2) you know go and be in front of your fellow troops, be in front of your teaching team, other people's teaching teams and fail in the respect that you should know enough of the language to get through the exercises they're putting you through….

Robert said that he didn't want fail teachers and his fellow students but he was not sure about speaking Korean all day. For him, the immersion experience was an opportunity to discover his standing in the program.

> Immersion experience for me was that the first thing you notice is areas where you're weak, areas where you need to improve, things that you should know how to say or you should be able to express, and you know that. You know you're going to need that and you went into immersion, realized you couldn't and so you get home that night and you're trying to find the book that you learned that in six months ago to freshen up on it.

He further added that the primary impact of his immersion experience was being able to judge where he was at and whether he was going achieve his goal to be able to successfully do the job that he was required to do.

Larry was similar with regard to speaking nothing but the target language. He mentioned that he was kind of dreading the immersion because he knew he was going to have to only speak Korean for two days. He knew what he had learned so far; he could get his point across but because the language is so different it was a little harder to make "everyday conversation" with each other and to use it (Korean) all day. The immersion experience somewhat affected Larry's attitudes toward speaking the target language. Larry, describing his motivation toward using the target language after immersion:

> It hadn't affected it too much, but it definitely like once we got in there and got going you kind of get used to having to speak in Korean. You find creative ways to get your point across. As far as after getting out of the immersion, I guess I had a little bit more you know, want to, to speak Korean. I guess I catch myself using it a little more than usual including home and stuff like that.

For Al, he hadn't really like spent an entire day speaking and thinking only target language. But he was expecting to speak mostly or completely in the target language and just try to see how he could converse. He found out that he could carry out conversations and was able to do the normal survival stuff in Korean. Discovering that he actually could converse in Korean improved his motivation to learn Korean.

Unlike most of the participants, Mike and Hugo's prior feelings about immersion were "excited" and "fun to get out of the classroom." Mike thought it would be a lot of fun to "use the language, rather than just hear about it." They anticipated only speaking Korean which was "the kind of point" of immersion. For Mike, the immersion experience was a way of discovering his language level was similar to other participants.

> I think, immersion was a really good way to fill in the cracks of language that you might not know that you even have. Just because, just by virtue of living out a day and then being faced with all the situations that you face in a day and seeing where there are gaps in what you can and can't express, like that. I was an exchange student in Japan, actually in 2007 and had that same experience, so was pretty similar. After just two days of immersion I don't think there's a huge

> sweeping change in my motivation, but in the moment, during it, I have the kind of feeling. It's more motivation to do it to just prove to myself that I can do it, maybe.

Hugo stated that immersion helped with being able to organize things only in Korean and to smooth things out a little bit as opposed to thinking about it in English and translating. He thought it really made things a little more flexible for him so he felt he was going to do better and better at Korean.

Brett expressed his feeling as "nervous" about the immersion being completely all Korean. He was afraid that he might run out of vocabulary to use all day. At the end, he said, he was pretty comfortable speaking. He felt proud of himself because he did a lot more than he thought he could. This made him feel more like he could survive in a day-to-day situation and it made it easier to start and carry a conversation when he saw a teacher in the hallway. By the end, he felt more comfortable in conversation and "felt like wanting to engage in speaking with more Koreans."

Clara's experience was similar to the others:

> Before immersion, I was curious and a bit anxious to see how we manage speaking Korean only for days... I was indifferent to immersion… I did hear from other people that immersion was very hard… But it was not as bad as other people are saying…it (immersion) forces them to go out of their comfort zone and find actually that they actually speak better and understand better than they think. When you are in immersion… you go beyond what you're comfortable with and you find that you're are actually better than you expected that you were.

According to Clara, some of activities required Korean research skills and public speaking skills. She didn't expect to do well; however, afterward she felt she did well. She believed that everyone in her class was much further along in Korean than all of them had expected that they were. It took a lot of the stress off of them in terms of the DLPT (Defense Language Proficiency Test) and uncertainty of where their levels were.

Liam's expectation going in the immersion was it would be hard not using any English. But once he got there, he realized that "Okay, I do have the vocabulary to produce and if I don't have the vocabulary I can still talk around the subject." Interestingly, he was looking forward to the immersion because he thought "it would be an interesting idea to test exactly how far I'd come in the program." He said,

> My expectation was that it's probably not going to allow that much gain being that it's only a two-day immersion, so you only get so much time to really practice linguistic skills. But it definitely gives you an opportunity. I expected that would give me the opportunity to learn maybe a little bit, but mostly just focus on what I had already learned and put it into motion.

Cyndi also shared the similar experience of realization that she could communicate in target language. She said soon after she went in to immersion, her Korean started coming and she felt she "actually" could do her task. Responding to a question about whether the immersion experience had any affect on her motivation level in learning Korean, she said that she was already motivated otherwise she would have not fought for her job. But she also shared that she felt very stressed in class sometimes. Speaking of her feelings after the immersion, Cyndi said,

> I definitely want to use as much Korean, everyday, as possible… I don't know if you consider it a goal, but I want my Korean to flow as naturally as possible. At immersion, I especially focused on listening. I would just sit there, like during lunch, and I would listen to the teachers talk and I try to mock. It sounds weird, but I try to mock accents and the way people speak in Korean so that when I speak I sound and flow as naturally as possible… Immersion pretty much put us into the culture, into the language, like they have us eat Korean food, they have us speak it all day. They even, it was funny, because at immersion they had us play like *Omok*, *Jaegi Chagi*, and *Yunnori*.[3] I mean, it opened my eyes to a part of the Korean culture that I'd never even realized before. It's a really beautiful culture, if that makes any sense.

[3] Omok Jaegi Chagi, and Yunnori are traditional Korean game. Omok is similar to the chess in a sense that it includes a board and white/black round stone. Jaegi is a New Year's Day game which is similar to a hanky sac. Yunnori is also a New Year's Day game. It has a board and 4 sticks. 4 sticks function like dice in western games.

Based on statistical analysis, Ted was identified as an outlier. His DLAB scores and Motivation scores both fell into the low category. His overall feelings and thoughts for immersion were pretty indifferent. He didn't have any particular opinion about the immersion training either.

> I'm not a big fan of the class itself. So immersion is a nice break, but it terms of actually excited to speak Korean for 48 hours, not really, no. I already know what to expect and [I'm just] kind of getting through it… I didn't' really have any goals for immersion. It's not that I didn't want to do immersion; it was just another day. I went in feeling like just getting through Korean and came feeling like just getting through Korean, it made no difference.

Integrative Motivation

Another theme repeated among interview participants as they shared the immersion experience was integrative motivation in learning foreign language. While some of them expressed the reason(s) to leaning foreign language was oriented from instrumental motivation, other participants identified their reason to learning foreign language with integrative motivation. Several of them identified both integrative and instrumental motivation for learning foreign language.

Trish initially wanted to learn Spanish, but Korean was assigned to her. She identified both instrumental and integrative motivation for learning foreign language. She mentioned that while she did not choose Korean to learn, she was happy that she was currently learning Korean. She said her main reason to learn foreign language is for her job. She further explained another reason for learning foreign language:

> It is to experience the different culture. I think the biggest thing about learning is not learning the words and how to speak it so much as that your understanding life from a different perspective. Like from another, someone who was raised in an entirely different part of the world, and you're learning how they see things, if that makes sense.

She added the following:

> At first, I didn't know a lot about Korean at all or like anything in-depth about Korea. So I was like, why did you put me in it? I don't know anything about this. But once I came to class, like just being immersed in the culture, having [to] speak to teachers, and getting to know native Koreans… It's been interesting learning about (Korean) culture. In Korea, it's more common for people to have multiple degrees and just keep going to school. Like… if we put Korean and Americans in the same job market, we would be really upset, you know… I think it is amazing the motivation and the drive that they [Koreans] have towards achieving things in life.

Jason shared the same case as Trish. He did not want to learn the Korean language. According to him, he had five lists of language choices and the Korean was at the bottom of the list so when he found out that he was assigned to learn Korean, he was disappointed. Like Trish, he demonstrated both instrumental and integrative oriented motivation in learning foreign language. He explained his reason for learning language:

> I want to be a well-rounded individual. Second, if everyone speaks a second language, I think the world would get a lot smaller… I think it connects the world and Korean culture is part of me… [it] makes me feel more like a global citizen… Like a little piece of me now is on the other side of the world.

Robert also put Korean at the bottom of the list. He was "not interested at all" and "not incredibly happy" when he was assigned to learn Korean. He expressed that he was hoping for one the Central Asian languages or Pashto, something that would actually be used in Afghanistan. Although he did not specifically identify the reasons to learning foreign language, he mentioned that there are incentives if you speak foreign language, but he was "never really in it (learning foreign language) for the money or the rank or anything like that."

Larry's case was not different from the previous three participants. He did not want to learn Korean at all. He wanted Russian and if it was not Russian, he said, it would be Chinese just because he believed that Chinese would probably be the next

world language. And since he had a degree in accounting, he thought it would be very useful in the business world. Larry's motivation toward foreign language showed both aspects in integrative and instrumental orientation. He described:

> I want to be able to communicate with a completely different person. In the military you travel a lot so you might be stationed over in Germany, maybe not Russia, but Germany and other places, and you're able to communicate. You're are a little more worldly than somebody who just knows how to speak one language. You're kind of stuck if you just know English.

It is notable that all four participants mentioned above had low motivation scores from the survey while they scored high on the DLAB. All of them were studying the language - Korean - that they did not want to learn in the first place. Korean was assigned to them.

For Al, learning Korean was one of his top two preferences. His first choice in the list was Russian because he likes the accent; however, he was happy to get to learn Korean. Al is from the small town of Fulton, Illinois. Many of his foreign exchange student friends in his high school were almost all Koreans. There were at least several each year in his high school years. Al's motivation toward foreign language reflects both integrative and instrumental orientation. When asked why he would learn a foreign language, he expressed, "It is to communicate with different people, you know, learn a lot more history and culture and stuff. And it definitely has something for a job after I get out of the Marine Corps. So that's probably the biggest good points about learning the language."

Quint's response toward the immersion experience was somewhat different. He described his approach to foreign language learning:

> I don't set my personal agendas (goals) in class, that's just extra. I've got my own agenda for Korean at home. That's why I spend most of weekends studying. I've

> got my own race. For the most part class is just extra practice on listening and reading because we have to and obviously I get more done with studying at home because it's more liberated… I like to read ahead of what we're doing. I'll read into the next unit way before we get there because most of what keeps me looking good in class is just having a preemptive understanding of what we're doing… I need it, because I'm always dead tired in class.

He added that Korean was one of his top two choices. He further elaborated that his motivation in learning Korean had always been positive. He wanted to learn a Far East Asian language mainly because they were the places he would go to live.

His reason for learning foreign language was to interact with people who speak a different language. He believed it was unique to communicate with people from different cultures; it was not something everyone did. That was the kind of experience he wanted and that was the reason that he joined the military. He also added that speaking a foreign language would expand his job opportunities later on. He believed there were many good things about learning a different language. His foreign language motivation reflected both integrative and instrumental orientation.

Mike chose Korean for his first language preference, since this was related to his ethnic heritage. His grandmother was Korean and he expressed that Korean culture was really interesting to him. He said, " it's because I was really interested in my own culture, because I'm Japanese, Korean, Taiwanese, Spanish, and Portuguese… so I like to learn about my own history and culture and stuff like that, so language is like the ultimate window into a culture."

His foreign language learning motivation was both instrumental and integrative oriented. He reflected some memories in his growing up:

> I grew up in Seattle and there are a lot of Asian people… I could sit down in high school at the lunch table and they'd all speak their native language and I be like, "I don't understand what is going on."… I was motivated to learn as many

> languages as possible to just bust down that barrier… I don't like that feeling that I can't understand something that somebody is saying…

He also stated that speaking many foreign languages would offer more career possibilities in the future. His goal during language school training was to get a high DLPT level score and to get an assignment to overseas.

Hugo was similar to Al, Quint, and Mike with regard to getting the language that he preferred. He stated that "it was one of the higher set of choices and I am glad that I got it." Previous to coming to DLI, Hugo had neither heard much about Korea nor had he met any Koreans in his lifetime where he was raised. He said that learning the Korean language was very exciting and he was very happy that he got the Korean language.

Hugo's reason for learning language was to understand different types of cultures as well as having more opportunities. He believed it also enabled him to talk to different types of people. He also liked to learning new things personally. The thrills of learning about different cultures and people and to be able to exchange the life experience and opportunities were exciting to him. He displayed both integrative and instrumental orientation towards the motivation in learning foreign language.

Getting selected to learn the language of their own choice was a salient fact among participants who have high motivation scores. Interestingly enough, all four mentioned above, Al, Quint, Mike, and Hugo displayed high DLAB/high motivation scores from statistical analysis and they all were learning their language of choice. It shows that there was a correlation between studying the choice of language and motivation level. Also, they all possessed both integrative and instrumental orientation for learning a foreign language.

Brett shared that Korean was his second choice. But he was actually glad that he got Korean over Russian, which was his first choice. When further probed why he was glad to have Korean, he replied:

> Probably a lot to do with the culture and the people. I really like actually being able to work with Korean people because they're very nice and they're very… they can be pushy about getting you to do more, but it's good, you know. So I think it's a good thing.

He discussed globalization and how the world is being geographically closer. He personally believed that everyone should learn a foreign language because of versatility; it opens up new jobs the more proficient you are in language. He also felt that America is very closed off to other countries' culture, whereas other countries learn about other cultures. He thought that learning a foreign language made you better appreciate other peoples' beliefs and the way they do things. He described that people in America (United States) were "self-centered," and "I feel people are like… this is the way you should do it and that's how it should be. But when in actuality, we're not the only people on earth." He further discussed that it was good to know language because one can interact with other people. To him, it was not just knowing about their culture in English, but rather knowing the language and then learning about the culture through the language. He described it as "It's kind of deeper." While he included instrumental orientation in his language motivation, he shows strong integrative orientation in his reason for learning foreign language.

Liam did not choose to learn Korean. It was assigned to him. He expressed that "I don't necessarily want to know [the Korean] language … and then as time went on I realized that I actually do like Korean. I found it extremely interesting… My motivation

for learning language has increased a lot since I started the course." He expressed his reason for learning foreign language:

> I definitely saw the opportunity just knowing prior knowledge about Korea, knowing that being able to speak the language and possibly take it outside of the military eventually would offer opportunities down the road to make a very good income. But I also realized going into that I also get an additional increase in salary granted that I did well in the language, so I kind of both ways knew that yes; There were plenty of positive aspects of learning a hard language verses getting something that was easier but pays a lot less.

Another aspect that he added as a reason to learn foreign language was the cultural aspect. He said, "I went from not knowing that much about Korean culture and not really caring about [it] to actually having a lot of interest and enjoying the culture and enjoying learning about it." He expressed that Korean people's motivation is inspiring at best because Korean went from having the world's poorest country on the planet after been ravaged by a very brutal war to becoming one of the world's strongest economies. He believed that the only reason Korea was able to achieve that was to work together. He especially emphasized that, "I find the cultural motivation of being able to bind together and work towards a whole instead of thinking just about the individual pretty inspiring."

Cyndi stated that the idea of being able to communicate with someone in a different language was "really neat." She said,

> I already speak German fluently, so she talked to her friend, Mella, all the time and it flows and it's awesome. And this is going to sound really weird, but I find English to be kind of boring because I know it already and I want to learn new things; I want to learn different cultures and I want to become familiar with the world."

Korean was one of her top language choices. Her motivation for learning foreign language was identified as integrative orientation.

There are similarities among Brett, Clara, Liam, and Cyndi. Except Cyndi, all three listed Korean language as their choice of language to learn. Although Korean was not the initial choice for Cyndi, she developed the "likeness" of culture and language. Unlike the participants from the High DLAB/High Motivation, their DLAB scores were low, yet their motivation scores show high. Certainly the language choice shows correlation with motivation in learning foreign language.

Research Question Two

What effect does simulated immersion training have on a student's anxiety toward learning a foreign language?

The repeated theme that emerged from the interviews regarding the language learner's anxiety after the immersion experience was the *development of circumlocution strategy*. Eleven participants responded that they had some to a very high level of anxiety before going into the immersion. The phrases that expressed their anxiety level were *don't think extreme but some, really high, plenty of, high, some, quite a bit of, little nervous, initial anxiety of can I do this?,* and *really nervous.* All nine participants expressed that the immersion helped them to reduce the anxiety level because they learned circumlocution skills through "extended exposure to the target language" in immersion. Also many of the interviewees related that a change in their anxiety level had an inverse effect on their confidence. The words "anxiety" and "lack confidence," "anxiety reduction" and "confidence building" were interrelated and used similarly among several interviewees.

Development of Circumlocution Strategy

Trish described that she was not terrified of speaking Korean, but it was more as if she lacked the confidence to speak beyond one or two sentences. She had not really tried holding an extended conversation in Korean. She usually felt that she did not know enough words or she did not know how to say what she wanted to say, so she would get frustrated after a while. When she tried to speak in class but did not know the vocabulary, then she just wanted to go back to speaking English because she didn't understand how to get her thoughts across. She described:

> So I get frustrated and I don't want to speak it, because I feel like I can't get my thoughts out. But once I got into immersion, I had to speak in Korean… and once I just talked all day and I figured out how to talk around what I'm trying to say, it got easier. And, I didn't feel as if I'm going to be frustrated, and try to avoid doing it. Once I saw that I could do it, then I felt more comfortable with doing it, definitely.

She stated that, after immersion, she noticed that the immersion helped her to be able to talk to her teachers and "just stay talking" in Korean. For Trish, the confidence building from immersion resulted in greater language use and class participation. After immersion, when she tried to say something in class, she liked to try to say it in Korean instead of English. To her, immersion "definitely helped my processes come out in Korean better."

Jason shared his experience of dealing with anxiety. He said he did not like small talk too much, and he was really uncomfortable talking to people in Korean before the immersion. In immersion, he had to start talking at length and especially had to support opinions on what he thought about something and why he thought that way. He said the immersion forced him to start to think and connect all the dots. He expressed that "I don't think my levels of anxiety were extreme, but I definitely would, if I had to speak, try to get my point across as quickly as possible and just get it over with. And if I didn't have to

speak, I preferred not to." He said it was not this immersion alone, but definitely this immersion had helped reduce his anxiety with speaking Korean. He described:

> The immersion was a great example of just having a lot of speaking… and I guess the opportunity to be speaking Korean or to get out of my native language long enough to come out of my shell in the second language, in Korean… and I felt like immersion especially, since it was two whole days, [resulted in me feeling] ... immensely more comfortable leaving than [when] I was coming into it. I think maybe that's something that goes away or that it recedes after a while, but maybe in the month following immersion I wanted to retract a little bit.

He continued:

> It's like when the vocal center or the verbal part of the language gets shut off and you move back to reading and listening. But I think doing the immersion or even a long afternoon with a teacher in class one on one, where you're forced to get beyond the basics and beyond the practice for whatever you're doing in class and you get out of this really structured learning environment and then into a new territory and you explore and you talk about whatever you want to talk about... that's what immersion helped with. And I'm honestly looking forward to the next one because I do think that just using Korean for that long helps you come out of your shell as a speaker.

Robert stated that his anxiety level before immersion was really high. He was not sure how he was going to do spending a day or two speaking another language. He described that "speaking is one of my worst area so because immersion is mostly speaking, you know, you're expected to be able to talk about what ever you need to do. That's definitely my highest anxiety level."

He was also nervous that he would absolutely know where he was at; what he knew and what he did not know. He felt that he could not fake it behind other students or pass off the questions in the immersion. He said that it was like going to a musical performance or being part of a musical performance and not being sure if he can play his instrument or not before you get there. He was afraid that he would not know enough words or how to say things that he needed to say in Korean. He expressed:

> My anxiety was really high… but as the day passed, my tense feeing got loosen up a little bit… because you do come out realizing that you know a little more than you though you did, that even if you can't necessarily say exactly what you mean, you can sort of talk around it and get the idea across. And you know that's nice to know that I could be dumped off in Korea now and I'd do okay… They'd think I was an idiot but I'd do okay.

Robert added that the immersion lowered his anxiety level because the extended exposure to speaking only Korean all day was not as bad as he though it was going to be because and that he figured out how to make conversation.

Larry's reflection on his anxiety before the immersion was described as "nervous and stressful." When the immersion came up, he felt the sense of "Oh I've got to speak nothing but Korean." So he felt very timid because he did not know exactly what to say. He said "I'm one of those people that hates to be corrected, and it happens a lot when you speak Korean, especially when you are learning it." He said that he didn't want to come off as being dumb or not picking up the language as fast as someone else. He did not want to be corrected and did not want somebody to think that he was dumb. So the safe way was not to talk in class because he could not make a mistake if he did not say anything. But he knew that he could not avoid speaking in the immersion. When asked how he managed the immersion, he said:

> It got a whole lot easier as the days went on… because you constantly use Korean. I guess the point of immersion is to immerse yourself into the language and you're constantly using it so the more you use it the easier it becomes. And so I would love to be stationed in Korea over Hawaii. I would rather be stationed in Korea just because I would know that I use it a whole lot more. My proficiency would go up compared to being stuck in a room in Hawaii and not really using the language as much. So as far as how it helps, it's just being immersed in it and learning different things about your target language.

When asked how his anxiety of being corrected changed before and after the immersion, he answered that he definitely didn't like being corrected still, but he thought

that the more time he spent in an immersion setting, the less he got corrected because he tended to correct himself or he made fewer mistakes. And he also added that even if he got corrected, he got used to it a little bit more after the immersion. He said, “I’m a little more apt to kind of throw some Korean out there every now and then, so I’m a little less afraid I guess.”

Al stated that his anxiety level was high before the immersion. He said he didn't really talk that much in English; so speaking in Korean was a whole other thing. He mentioned that the immersion definitely helped him relax in speaking Korean. The anxiety level in the class and whenever he was speaking Korean had definitely gone down, at least a little. He explained that, “I’m going up and presenting in Korean in front of other students. That’s probably what brought the anxiety level down the most.” He stated that there was no script for what the students were going to say. They just had to make up all day as they went, in Korean, and that went well for him. Immersion led to a lower level of anxiety with conversing in Korean for Al.

Mike shared about his language anxiety. He said that he had some anxiety when he talked to native Koreans, not the teachers. He just felt nervous because he worried that native Koreans might say something he didn't understand and he would appear as an idiot to them. The thought of that made him nervous about speaking Korean to natives. When asked to elaborate his feelings of anxiety, he described:

> Yeah… I try to put myself in the shoes of a foreigner trying to speak English, because there are a lot of foreigners who try to speak English and of all kinds of levels. I don’t want to be that guy who tries to start up something, but then I can’t finish it. It was like, “Oh hi, my name is so on so on… and I couldn’t continue… I want to be able to start my thought and finish it, no matter what it is, especially at something that’s simple like just meeting somebody or something like that. And I know that I still have holes in that regard, so that’s where my anxiety comes from I think.

He stated that his anxiety level had changed after immersion. He described his experience:

> I think it goes down a little bit because you get exposed, well it was mostly our own teachers so there's that comfort level already but it's also our sister team's teachers which we talk to sometimes, but not nearly as much. It's not everyday; it's only times that we get together in this like this. So it's change to talk to in Korean to somebody else, so that busts down a little more of a barrier I guess.

Mike added that the immersion helped him to decrease his anxiety because immersion just throws him in the situation to try to use Korean. He believed that it did more for him personally because he did not know the teachers. He said, "Because they don't know how much Korean I know, so they just take a shot in the dark and it's more reassuring to me that I can handle that situation, that they don't know what I know. And that we can still communicate without a break." He stated the main reason his anxiety level had reduced was he had been speaking Korean all day.

For Hugo, learning a foreign language was something new to him. Like most of other participants, he had experienced "quite a bit of anxiety" before the immersion. He described that he'd never been able to speaking in a foreign language. He described himself as a "thinker" and he liked to get in his head organized before he said it so there were no mistakes. He stated that getting into the immersion and knowing his weakness in speaking itself, he experienced quite a bit of anxiety there and then during the immersion program itself. He mentioned that only using Korean throughout the whole day made it a little easier to speak. He shared,

> Due to the immersion and the fact that you can't use English or any other language, it forced me to speak Korean and try to convey what I tried to say to the people I was engaging in. I felt I got better in going about what I needed to say as the day passed by. And then coming out of it afterwards with a slightly better feel [with] speaking, I think that it make it a little easier to accept [that] maybe a

> mistake will happen. And I feel that since my own self improvement has increased a little bit due to the immersion, I feel that it has reduced that (anxiety) a little bit. It makes day-to-day speaking a little bit easier.

He added that he felt like still "being obligated to just speak Korean" even after the immersion; therefore, he tried to interact with other people outside of the classroom such as chatting with the teachers, other Koreans who happen to be around, or other students. He described that, "It feels smoother. I feel like just having a normal conversation is a lot better and easier. So [in] day-to-day use, I think, it makes me feel like a lot of anxiety has disappeared. I'm just using the language more."

Brett also described that the extended exposure to practice the target language lowered his anxiety level after the immersion. He said he was a little nervous about going into immersion but speaking Korean all day "forced him to be comfortable." When asked for more elaboration, he expressed that he was nervous about speaking in Korean because he didn't' want the embarrassment of being corrected by someone else although he acknowledged that it was inevitable that he would get corrected when he spoke in a foreign language. Once he was "forced to start speaking in Korean," he felt it was not too terrible to keep going and also was able to "maneuver the words" to use what he wanted to say. Also, he mentioned about other participants' involvement in the interaction:

> I noticed that if I tried to talk around to find the right vocabulary, the others understood what I tried to say and offered the Korean word that I was trying to say… I realized that I was saying something to convey the word or expression that I wanted to say… So like when you get corrected and then you have to use whatever word you got corrected on again, it's a lot easier. So you feel better about it, because… you know, that's part of your vocabulary now.

He stated that he felt a little more comfortable in using Korean after the immersion. Immersion's day-to-day kind of speaking made him feel more natural to converse with native Koreans.

Clara didn't mention her anxiety level before the immersion, but she said that the immersion made her anxiety level go down a bit. She expressed that they knew what they were taught from the book; vocabulary, some grammar, and some in-context examples. When she put herself in the immersion environment, she realized that all Korean, hearing basic conversation or hearing her teacher speaking to another native Koreans were not through a filter, but through what they were actually saying to other native Koreans. And when she found out that she could understand it, she felt that it was real to her that she could understand Korean, not just understand the book.

For Liam, the initial anxiety was "just [an] ice breaker of… Okay, can I do this?" He expressed that his anxiety was slightly higher than normal. He added that his anxiety was about whether he was able to speak the target language, Korean, for all day, and whether he was able to accomplish the task. As he spent the time engaging in the tasks, he realized that he could do it but at the same time, he said that, it sort of opened up a different kind of anxiety because [he] realized his weak areas. He described that, "It forces you to understand that I have flaws and insufficiencies that I should pay attention to." It helped him to better self-assess his language skills. Overall, he stated that the immersion lowered his anxiety toward speaking Korean all the time. He also added that if he was forced to use Korean all the time in the classroom, he would now be a lot more comfortable now that he had experienced doing so. He said, "… yeah, it (immersion) was my longest exposure in Korean."

Cyndi admitted that she had an issue with speaking Korean. She mostly felt that she was going to say something funny and it was not going to make sense and would come out really weird and she would get flustered. Especially when it came to tests she

felt she got really flustered and nervous. And the thought of speaking all in Korean at the immersion made her very nervous and anxious. She mentioned that the immersion helped her improve on speaking and listening because of all the interaction she had with other students and teachers. She didn't think that the immersion had the same effect on her reading because speaking and listening were the main focus of the immersion and she had to pay attention to speaking and listening skills during immersion.

Cyndi also stated that she felt like her tension in actually using and producing Korean has gone down a little bit for her after the immersion. She described, “I was nervous about not knowing enough words or the right words for an all-day immersion for 2 days, but I kind of learned that I talked around and people understood what I tried to say.” She said she felt a little bit less flustered about producing Korean.

Ted was brief about his immersion experience regarding the anxiety. His motivational attitudes toward foreign language learning was low from the statistical analysis as was his DLAB, and he did not want to learn Korean. Yet, interestingly, he went to Korea for two weeks last year during his break. He said it was a pleasure trip. According to him, he did not have any anxiety in using Korean. He stated:

> I learned the level of Korean that I’m learning is extremely low compared to being functional in that society and so I took away nervousness out of it. Because even the maximum amount [of] knowledge with this language the DLI will teach you is overall pretty low. So I’m not really worried about [it], as long as I can communicate, I don’t really care about how well.

Research Question Three

What effect does simulated immersion training have on a student’s confidence in learning foreign language?

The theme that emerged from the interviews regarding the language learner's confidence after the immersion experience was *improved fluency*. Twelve students commented that the immersion helped to improve their language skills. Among them, six interviewees believed that immersion had an effect on their speaking and listening skills; five interviewees believed that the immersion increased their speaking skill; and one interviewee reported that the immersion had an affect on his reading skill. Nine interviewees stated that the immersion training increase their self-confidence in using Korean. All twelve interviewees expressed that the immersion helped their language fluency from either extended practice, getting comfortable/managing discomfort, and feelings of accomplishment.

As similar to the findings in Research Question 2, several interviewees used the terms "anxiety" and "confidence" together, such as *anxiety was reduced, therefore confidence went up,* but confidence was more associated with the feelings of comfort or discomfort, whereas the anxiety was more associated with fear of making mistakes or being corrected.

Improved Fluency

Trish stated that she avoided speaking Korean at the beginning of the immersion. Her teacher spoke to her directly, "You have to speak in Korean to answer this question." So she had pressure and felt like it was an intimidating situation. She also felt that being able to talk all day was not going to happen. She told herself that she would make an effort, but she didn't really expect herself to be talking all day just in Korean. She also felt that she would be running out of words or not know how to say it. After a while, she felt a little more comfortable and got a little better about speaking. She felt like the

teachers were telling her, “you’re doing well,” “we understand what you’re saying.” Therefore, she feel felt more confident and less frustrated about talking back and forth with teachers. She explained:

> I felt a lot more comfortable speaking in Korean, with just using everyday conversation. The longer immersion went on, the more confident I got with speaking, because the more I talked and the more like I might stumble a little bit at first, and then once I figured out the mistakes I was making then I could talk more fluently and not having to stop so much. And it made me more confident because it was easier after a while.

Trish expressed that she felt different degrees of a discomfort if she didn’t know words or phrases when she was talking or reading. She felt frustrated because she was trying to have somebody explain a word to her in Korean that she didn’t understand. When asked how she dealt with such situations, she said that she tried to guess what she was hearing or reading with other words or phrases being used in the context. Also there were other people in groups with her so they helped and together they figured it out. She stated that the immersion helped her most in the speaking due to the extended time period of speaking in target language during immersion.

Jason shared that he usually liked to keep the conversation short and to the point. Generally, he would not talk if he didn't have to speak because it was not the most comfortable thing in the world. He stated that immersion had some lasting effect for him, immediately to two to four weeks after the immersion. He expressed he felt a lot more comfortable talking and speaking in Korean. He believed that speaking is the most important aspect of learning a foreign language because “when you speak a word and can use it in conversation, and it comes to your mind fluidly, that’s when you own it and that’s when it’s there forever.” He stated:

> So the immersion training, it really reinforces the speaking portion that really helps solidify that vocabulary… there's also this feeling in your brain… the feeling of confidence or of comfort when you're speaking that does stay with you for a quite a few weeks. And so I feel like that boon to learning that happens with speaking during immersion training, it carries over into the training or the education for some time afterward.

Jason said that the good portion of his discomfort going into the immersion was due to immersion training's emphasis of speaking Korean all day. He was somewhat apprehensive - not bad - about what the facility would be like, how the schedule would be different, and how the activities would be different. He felt that the only way to get over the speaking anxiety was to just throw oneself into the immersion. He expressed that the emphasis to speak all day helped him immensely with speaking. He described:

> When you're speaking it's the only time you're actually producing something in your target language. I like speaking in the immersion setting because you can watch people's faces and you can see, "Do they understand or are they kind of curious about this word or did I say that wrong or something?" So you have the immediate feedback. Sometimes you have to talk around a word that you forgot, or you have to clarify something that you misspoke on or you just watch their faces. At the end of that when you realize you've gotten your point across and they know what you're talking about. And especially if the conversation continues or if they respond with a physical action or you're playing a game or something then it's very gratifying because your language has turned into something that goes from a listening passage and test question answers to actual communication with another human being. And at the end of the immersion, there was this feeling of… knowing what you were capable of (communicating in Korean)… and that's confidence inspiring.

Robert stated that this immersion was a boost as far as self-confidence was concerned because he didn't do as horribly as he predicted he would. Robert said that engaging in various conversations with teachers or group members in Korean was tough for him. The students were given tasks by their teaching team or one of the other teaching teams. Some of the tasks were characterized by group work. They were expected to

converse with the teacher and with their group in Korean, therefore, they had to work around the problems they needed to solve. He expressed:

> It's really hard to formulate your own thing, your own idea completely and say that, especially with the teacher sitting there watching you [and] knowing you're going to mess up, knowing you're going to say something dumb, knowing that they are probably going to end up laughing at you. But you don't have any choice otherwise so you just keep speaking as much as you can and hope it goes okay.

He added how he felt:

> I feel the general mood is uptight and not comfortable because nobody wants to say something stupid. We don't like looking bad but we know we're going to. Making a mistake is part of it especially between ourselves because we know we speak English just fine so we'd rather go with that. It's not fun not to be able to say what you're thinking or what you want to say. Just not knowing how to say it… you just sit there and go "uh."

He further expressed how he processed through out the day:

> So we tried and talked around it and tried to figure out what we were saying until we get it across. Working with a group helped because some people have a propensity towards one or the other. Mine is reading… the task requires some reading and listing, and of course speaking… so people who are weak in one of the other could still get the information they needed to talk about.

Robert said that overall the immersion helped his confidence in using Korean because he could get things across and his team completed assigned tasks. He also mentioned that his team won a couple of competitions and he felt good about it. He said that:

> After this immersion, I felt better because I went in saying "I'm probably not going to be able to talk too much about this." And I came out going "Okay, I understood those topics, talked about them, said what I need to." It didn't go as poorly as I had expected it would and, so that's a confidence boost. It's like a mission accomplished.

Larry commented how he engaged in Korean conversations in various situations before the immersion training. He said that if he knew the vocabulary about he subject, he was fairly descent at it. If he knew a little bit of the vocabulary, it was a little harder,

but if it was a subject that he didn't really know anything about such as some of the things he learned in the immersion, he didn't really want to speak about it. He felt that it would be really hard to talk about a subject that you really don't know anything about. He stated that in some of the tasks he had to do, he learned a little bit about it but not firsthand and they went a whole lot more in depth so they learned new vocabulary and tried to use different ways to talk around.

He remarked how he felt about overall confidence when engaging in various conversations after the immersion:

> Well, I'm more apt to speak Korean in a Korean setting, in class and stuff like that. I'll throw an answer out a little faster than I would before, but as far as confidence goes, I don't know. I don't think I'm ever going to be confident until I fully know the language That's just me. So confidence is probably about the same after [immersion]. I mean, the confidence [is] about the same… the being afraid of being corrected when down somewhat a little bit to where I'm not as afraid of speaking out and throwing out a sentence whether it's corrected or not.

Robert, however, stated that the immersion affected his speaking and listening skills:

> Yeah, immersion definitely helps speaking just because we had speaking practice. In class, speaking is only usually like one hour a day, but you do it for two or three straight days… you feel like you're a whole lot better in speaking. And it definitely helps the listening too.

Al stated that speaking was the main thing that affected his confidence after the immersion. He said immersion "definitely helped my confidence in that (speaking)." Before immersion, Al said that he would usually need to rehearse it over and over in his head when he spoke. In immersion, it was definitely a lot harder to come up with conversational or small talk type of subjects. He would have to take a moment to think. But he said it was starting to come more naturally now after immersion training. Al was uncomfortable using Korean in front of people but after immersion, he felt a lot more comfortable to use Korean.

Quint shared how he usually felt about engaging in Korean conversations in different situation. He said that many times, he didn't really know what to say, even in English. He said it came from a life of not really having a particular interest in anything. He also said that he didn't get involved in anything enough to have a well-rounded knowledge of anything and sometimes that affected him in Korean. When asked to elaborate, he expressed:

> Well, sometimes they talked about technology; I don't really know anything about that. Geography, I am terrible at geography. They talk about a country in Africa; I am not interested in a country in Africa… The Korean teachers are always trying to ask us questions that we might not necessarily know how to answer or might not even have understood the questions, so we are used to that. We're used to the kind of situation that makes other people uncomfortable. So if we were ever uncomfortable, we're used to it.

In terms of immersion training effects on his language skill, he stated that continuously speaking Korean all day without being permitted to resort to English certainly had a influence on his ability to speak. Quint expressed that immersion helped him learn ways to "dance around topics" he was unsure about. He also said that he had to follow directions all day in Korean, and the activities were a little harder than the classroom activities. Quint said, "I would say it had a positive effect on speaking skills at least; probably listening too."

Mike described his feelings before immersion as "Well let's give it a shot, I don't know." Mike was also unsure if his performance would be good enough prior to immersion; however, afterward he said it eased his anxiety a little bit and that helped his confidence. He stated that, "it got a little bit better because… I had this situation where I was going to get challenged but then I did alright, did pretty good… So overall, it

(confidence) is a little bit up." He also said that speaking for an extended period time and completion of tasks, all in a target language, gave him more confidence.

Mike shared that the immersion helped his attention span for Korean: He described:

> Sometimes when I look at a whole page of Korean, not a sentence, but a whole page of Korean, it looks like a really hard math problem at first. So it's like, "Ah, I've got to do this" And I know that I can eventually, but it's just going to be a while and it's not going to be the most fun thing I've ever done. It is like, "Ah, this is something I have to do." But at the same time, once I get into doing it it's not so bad. In immersion, I got to do a lot of that, like writing out posters, reading other people's posters, and then talking about what I read. So I think just doing it with that frequency and in that setting is good."

Mike stated that the immersion helped his speaking and listening because he had to respond to what he heard in immersion, unlike listening to the classroom lecture. He said, "it's right then and there… and there are instructions and I'm personally going to be in charge of something. Then I'm going to have to tell somebody else something, so it engages my interest more."

Hugo said that he was a little quiet at the beginning of the immersion. He felt there were a lot of pauses when he tried to speak, so it made it harder for him to think straight. Thus his confidence before the immersion was a little low. He was not really forced into speaking Korean all the time in class where conversations with the teachers were usually short. Whenever he tried to talk, he paused often so he always felt weird after finishing Korean conversation. Hugo said he usually tried to think first and get everything perfect before speaking. He explained further:

> I don't want to sound silly to a native speaker. I talk a little quieter; like a sentence even if it starts out strong, it just fades out and then I'm pausing trying to get a sentence out right. Over time that confidence kind of shrinks as the conversation goes… But then with the immersion and working with students, especially with students who know what you're going through I guess and then

> working together with a facilitator that's a native speaker, I think that makes it a little easier to get used to using the language and feel a bit better about yourself when you're trying to figure out what you are saying or talk around words you don't know. I guess it opens your eyes a little bit to a lot of other points of views. With the immersion program, in itself, I feel like my speaking gets better. So I speak a little bit more confidently and I speed it up and want to talk more… there are different ideas I want to talk to them about, just because you can.

In immersion, Hugo was actually curious when he was working with teachers he didn't normally work with. Still he was excited about immersion as it was more fun and comfortable for him than the typical classroom setting. Hugo believed that immersion was a good exercise for listening and speaking. Hearing himself and then hearing the difference from a native speaker, he could compare with himself. He said the his listening had gone up a little bit due to the immersion program itself, getting stuck with listening to it all day, figuring out colloquialisms as teachers talking to each other, and being immersed in Korean. Now he likes to try something new or update a teacher on something he has been doing over the weekend in Korean. He said he wanted to try it out and see if he got it right, and if not, it was not so bad.

According to Brett, the immersion had an effect on his self-confidence. To him, it felt more natural to speak because the immersion covered such a wide range of topics. He got better in engaging in different conversations and he believed it linked to the immersion. He said that teachers were good at throwing in extra random questions to some situations unexpectedly, for example like a renting a car, so it made him figure out ways to work trough different situations. He felt it was now easier to initiate the conversations when he sees native Koreans, just to expect to be able to talk about something. He believed that immersion helped with that.

Brett did feel some degree of discomfort during immersion because he didn't really know how to word something or know the vocabulary so he tried to talk around it to get to the point across. The two-day period of speaking all Korean made Brett feel Korean was easer the next couple of day. He felt like his brain almost "rewired" itself in that time to just use Korean rather than English. He also felt a lot more comfortable in using Korean. He reflected how he worked together with group members in communicating:

> I remember that there were a few times where it was like, "Are you trying to say this?" or whoever you're talking to will ask you, "Is this what you're trying to say?" Because they understand to an extent what you are trying to say. I realized that it's not terrible not knowing everything, because we're far enough, I feel, in the course that you can talk around it. Using Korean for the entire time during immersion helped me to feel okay to use Korean although you don't know every word.

Brett believed that speaking and listening are the biggest benefits of doing immersion.

Clara stated that immersion helped her confidence in using Korean. She said that the topics or scenarios were not from the book that you have practiced in class; it could have been any topic in Korean, but you were able to identify what they were talking about and quickly come back with something. Her remarks on how she felt during immersion follows:

> The first time we had to get up in front of people and present, it was uncomfortable for me. But then after being up there for a couple of seconds, I realized that I know all these people and everyone is feeling the exact same anxiety and the exact same stress. We're all in it together. So I just kind of relax. And once I relax, that is when... my potential come out even more and [I] feel more confident.

Clara believed that the immersion was more focused on speaking and production, not on testing. She didn't think the reading and listening were a very large component of the immersion. She stated that the immersion was pretty much her level so it was not too

challenging to her, however, she believed that she feel more comfortable talking to native Koreans in various conversations after the immersion.

Liam reflected on his first moment at the immersion facility:

> The first exercise was when we first walked into the door and they said, “Okay, raise your right had and say the pledge” in Korean only. The thought going through your head is “This is going to be very, very difficult. So at that point, your anxiety level is relatively high. And then when the teacher starts talking to you about the material that you’re going over and they’re speaking rapid fire you’re like “okay listen well, listen well, listen well.” But then as the day goes on, anxiety subsides and confidence levels increase.

Liam expressed that once he started producing as the day went by, he realized that he could do the task at hand. He was able to talk about the subject relatively fluently or least to a degree that is understandable so he gained a lot of confidence. He stated that being able to complete his tasks at immersion affected his confidence in using the target language. He noted that in the classroom, he had a good idea about what we were being tasked or tested on as it was covered right in the textbooks. In immersion, however, he didn’t know what the topic was and even if he did, he didn’t know what the situation was or what specific area they were going to talk in. He described it as being "put on the spot and forced to produce." For Liam, while it was uncomfortable at the beginning, it definitely helped his confidence levels as he successfully accomplished the various tasks and increased his comfort level with the language.

Cyndi first said that her anxiety levels went down and she definitely felt much more confident about producing the Korean. She felt that the immersion was going to be hard, but she assured herself that she could do this. The teachers in the immersion all came from different parts of Korea. They all had different accents and different ways to say things. She was used to hearing the Seoul dialect (standard Korean) because that was

what was normally used in listening practice. When she heard accents from outside of Seoul, she felt the difference in the accent. She noticed some of the other students were having issues too. She stated that conversing with teachers with different accents was challenging at the beginning but they all dealt with the accent.

Cyndi also mentioned that she had to really pay attention to what was going on or else the students would miss the main point. As a result of that, she felt now that her listening had improved greatly. Cyndi's self-assessment of improvement in her speaking ability was described as having "shot through the roof since immersion." She believed her listening and speaking had improved as well as her confidence as a result of immersion.

Ted stated that he was extremely comfortable with engaging in Korean conversation among students and teachers, but he felt awkward with native Koreans who do not understand his limits with the language he was learning. He said it was extremely frustrating for him during his visit to Korea when he would reach a point in a conversation that he just couldn't communicate at all. He said that the immersion didn't have any effect on him. He stated that the material they were going over was fairly elementary compared to what they were learning on a daily basis; essentially it was too low for him. Still, Ted found that immersion was a confidence booster for him because he could actually read authentic material, process it, analyze it, and present it without using a dictionary.

Research Question Four

What are the student's beliefs about the effects of simulated immersion training on language skills?

There were three generative themes that emerged from participants' responses on their beliefs about the immersion environment and language skills from the immersion experiences. The themes were (a) immersion as a life-like environment, (b) immersion as a place for output, and (c) immersion as a different context from the classroom.

Immersion as a life-like environment

Participants provided insights on their personal language learning experiences from an immersion environment and reflected the language learning compared to the classroom environment. Most of participants commented that the immersion environment was a real-life like situation, and it was more natural than classroom learning.

Trish recollected the immersion experiences and shared her own learning style. According to her, she was a more hands-on person and doing things helped her in learning things in general. She felt that she was in an actual situation when she worked on the task with her group members. She said,

> When you are in like a real-time situation and trying to talk to someone… you have no option, just have to find a way to do it. It's like a real life situation… instead of practicing, you are actually doing it… it feels like you are just placed into an actual scene and you have to go from there… more natural feel to it.

For Trish, being in a "more like a natural environment" and "more natural conversations" made her more comfortable in engaging with people. She felt it made her more comfortable because she realized that she could talk for longer periods of time without having to stop and think.

Robert said that one of major outcomes from the immersion was that it offered the similar experience in real Korean contexts. He thought that "this is what I am going to have to do in real situation… I better find out a way to do it…" In order to survive in

a real-life situations, Robert said, he learned what different ways were available for them to communicate with Korean. He expressed that, “Immersion is not about learning how you think about language, but how you go about using it to communicate in a real situation… it forces you to find new ways to express the ideas you have.”

Al shared his view on the immersion experience as “on-the-spot learning.” He finds classroom learning more specific in terms of learning a certain topic and language use in specific areas with exception of the speaking hour. He described classroom learning as being focused on a certain area or just listening to a news report about accidents. In immersion training, however, topics are "thrown at you and then you just react to it." He expressed that it was a lot more like natural, more like in real life situations.

Mike articulated that immersion situations felt more like “ordinary, every day life” and “casual.” He further described “casual” as if he was just to going to run into the situation rather than it was going to be planned.

> I interact with the material more, I guess. Like, not only do I know that this word is “investigate,” but now I am “Investigating.” And I have to say this a lot like attempt to tell you how I investigated… So now that word just is never going to leave me whereas that one word may have been one sentence in one of six hours though the course of a classroom day. So I think there is that for sure. It’s like it's more real because now I have to use it… application of your words and sentences applied at the moment.”

He added it was more “natural” to learning a language in immersion training. He said it was not going to be placed in front of him like in a book. In immersion training, he walked into to a situation where they were talking about posters that all the teams made. Then they were rotating to look at each others’ posters. He described, “Okay well now I am walking into this thing… I don't know what this is going to be but I’ve got to figure

it out right now." The biggest difference for him was that he was not sitting in a class the whole time. He had more projects that he engaged in with his fellow students.

Mike also mentioned that the scenario of the tasks were realistic to him. He felt the tasks made engaged him a more because he could encounter them in his job, such as "an intelligence job… or a police report."

Hugo stated that the immersion gave him a sense of really being there and immersed in Korean and that it prepared him for the "real thing." He found the real life situations practiced in that time were very beneficial for him. He said, "It even got me to imagine during the immersion… if and when I go to Korea or get stationed in Korea, just how often I would go downtown and just be immerse in the people like this… because I think that would make it a lot easier for me to intake it as a language that I would own." The immersion situations felt very natural to him.

Hugo further stated that it felt like the students and teachers were in a natural setting. They were all grouped together and having fun; they were laughing and were talking about anything. This made him feel he was in a real situation. The environment was comfortable and facilitated student initiated conversations and reduced worrying about making mistakes. The environment was further enhanced and rewarding for Hugo by the group work aspect which lead to more creative ideas to work on the tasks.

Although Brett expressed that the immersion felt a little formal, he mentioned that it reminded him of his visit to Korea. He said immersion felt how he would feel if he were in Korea. He added, "Especially if I were to trying to book a hotel, for instance, somewhere in Korea. You know, I would have a good handle on it, because we ended up doing stuff like that a lot in immersion training." He also added that the things that

he did during immersion involved a lot more military topics so he thought that was good because of the connection with his job and the likelihood he would deal with similar situations in the future.

Liam's immersion experience was similar to Brett's in terms of the scenarios' being realistic. He described:

> I could see where you would use those kinds of activities in a real world situation. For example, if you're interviewing a witnesses, you're going to take. "What is your name?" "What's your height?" "Do you own this car?" "Where were you at this time?" So it's relevant. The stuff we used you could definitely see it being used on the job.

Cyndi also found that the immersion experience consisted of lifelike situations. She described:

> It was most definitely realistic. For example, one of the tasks that we had to do was about a KATUSA[4], which was really, really neat. I didn't know anything about KATUSAs and then we leave and I'm like, "I know this much about KATUSAs now and I can just go off about it like this, and that and that and this."

She also noted that students had to use Korean and it was "like speaking and having conversation in actual, in real life with actual Korean people." She said that all the tasks that she did in immersion challenged her. All the tasks were connected and organized and needed a lot of collaboration among students. Due to the collaboration aspect, students had to talk with each other. For many them, it was a rough time at the beginning but after they got the hang of it, the students started having random, casual conversation in Korean. She stated that the immersion increased her speaking a lot and some listening also. She said she felt "ten times" more confident than she did before immersion.

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[4] KATUSA is an acronym for Korean Augmentation to the U.S. Army. It is commonly used to refer to a Korean that is fulfilling their country's mandatory conscription service assigned to the U.S. military instead of a Korean Military unit.

Immersion as a place for Exploration

Jason stated that immersion provided enough opportunities to practice the target language. He believed that Immersion is a good forum for using what you learned and a place to sharpen your speaking. He also added that it had a positive affect his confidence.

He further stated that, “In the classroom, there is a lot of memorization, a lot of listening to sound files, watching news, watching videos, reading articles from magazines… but in immersion, you re actually producing material yourself… a lot more active verses passive. It affects your confidence… when you are rolling… and communicating.” While the classroom is good for learning new vocabulary or grammar, Jason felt immersion was a good compliment to classroom time with each one building a very different and important skill set. Reflective upon his current curriculum, he thought that they needed more immersion.

Robert believed that the value of immersion was to develop communication strategies. He said that, in the schoolhouse when they could not express something, they just lapsed into English. In immersion, students could not use English, so they had to find a way to "go about" and that this aspect of the immersion environment encouraged students to develop communication strategies and skills. He noted that students speak much less in the classroom. Six people were in each class and they usually had a pretty set regimen as far as what they were learning and how they were learning. Thus, there were certain times students talked and certain times they don’t.

Larry’s immersion experience on speaking was similar to other participants. He shared that the interactions among peers, fellow students and teachers were a whole lot

different because you're only speaking Korean. In the classroom, speaking nothing but Korean did not happen, Larry said. He said that, partly, it was the students' fault as they were aware of the importance of using the target language throughout the day, however in the classroom, they had English to fall back on so if he could not get something over to his friend in Korean, he'd say it in English. Larry stated, "I think immersion helped a little bit in all language skills… but it helped speaking skills more because we were always speaking. I think everyone feels really improved just by the immersion because you find a way around it… because you use your target language non-stop… we don't do that in our classroom."

Al said he was usually not a outgoing person, so he didn't speak a lot in the classroom. Answering whether the immersion made any difference in interacting more with other students or teachers, he said, "Yes. I had some part in each of the presentations. I think my teachers could tell that I was a little bit shaky with confidence in Korean, so they sort of encouraged me to preset as much as possible." Larry found that speaking more and longer for the extended period of time was building his confidence. He expressed that the immersion environment made it a little easier to put himself forward and interacted with other students because he felt like it was more natural conversation than the "contrived conversations" from the book.

Quint shared his view on immersion training. To him, immersion training was "just a bigger dose of the same medicine" that the students were trying to speak mostly in Korean class. The difference was that, in class, when student were not confident of the questions, he said students used English to avoid having "that little conundrum," whereas immersion gave "a more hard pressed to make you speak Korean." He also said that the

immersion was more intense than the classroom because they had to swear in as only Korean speakers. When he was asked how he felt about speaking only in the target language at the immersion, he answered,

> It's a good thing, because sometimes being made to do something uncomfortable, even if it takes more time, is helpful in a way that you wouldn't normally get just for the sake of not taking too much time or looking like an idiot. Sometimes you've got to deal with that.

Mike's view on the language exposure and the opportunity to practice the target language was similar to other participants. He expressed that immersion was different from the classroom learning. In the classroom setting, you heard a lot of the same things or phrases again and again, like "Close the door," or little incidental things. He said when he heard that repeatedly, it would stick with him and he would learn that phrase although he was not taught. A finite number of those things were said in a classroom setting over the course of a year. But he felt that the immersion setting presented a whole new set of circumstance that he could encounter.

Hugo mentioned that immersion boosted his speaking skill and a little of his listening. He also said that the immersion had allowed a little quicker momentum on his learning curve, so he was not struggling too much. He mentioned that the big difference was that they used Korean only at immersion, unlike using English in the classroom. He was satisfied with the immersion training because it was mixed in with different students and other team teachers, included interesting tasks and the set-up that they speak Korean only.

Clara stated that speaking is the skill that got the most benefit followed by listening among language skills. She further stated that the immersion forced her to work, and it forced her to not be comfortable because you had to speak only the target

language for the day. Her immediate following comment was, “However, it gives you a better outcome than you would have gotten in class. I think it is very, very useful.” She expressed that students DLPT and test results would not be as good without an immersion. She said that there were a lot of different little factors about immersion that are very subtle that make the students grow a lot more, but in the end, they can see the results. When asked to elaborate the “little factors,” she said she couldn’t exactly pinpoint everything, but she described one that in the class setting, “the teacher is doing the output, and students were doing nothing but turning on their sensors and listening and receiving input, or just drinking in, everything that they’re letting out. So you just soak it all up.”

She continued:

> Immersion is completely different. You’re not sitting there soaking up anything, you are thinking, your brain is working really hard to produce something good, because you have to present it. You have to do research, things like that. It is the complete opposite between class and immersion. But they’re both geared to the same outcome. It is just two opposite ways of getting there. One is focusing more on teaching you and just so that you have the information. And one is you’re using your critical thinking skills to make something.

Liam stated that the biggest difference about the immersion experience was the speaking aspect. In the classroom, just like in the immersion, they used source material, references, and all the other learning tools. Students could still ask the teacher the same questions; however, the biggest difference was there was no English. Students could not ask, “What does this mean and could you explain it in layman’s term?” So they had to ask it in Korean and you’re just sitting there producing Korean the entire time. It was a major difference from the classroom environment.

He added more details of the difference. In immersion, he said that the students were given a bunch of information. They were supposed to summarize it and then supposed to apply it to the situation and to produce it back in purely Korean. He added:

> It's definitely a more realistic practice of the language because I mean if you talked to anybody who has learned multiple languages, the best way to learn a language is be fully immersed in it. Like for example, if you get dropped off in Mexico for a week and you're forced to live there and nobody knows any English, you're going to learn real fast how to speak Spanish. Versus if you're put in a classroom environment you can get a way with technically not learning a lot and still be okay. Maybe not when you get to the unit test but you can skate by.

Liam also stated that the level of producing is so much higher in immersion training. In terms of his language skills after the immersion training, he described following:

> It didn't really affect my Korean skills per se, but it gave me an understanding of where I am in the program, how far I've come, and what insufficiencies I have so I don't thick that it as much additive as it was a way to test what do you actually know and what are you able to do? So a good progress tool versus a learning tool.

He also mentioned that the frequency of engaging with the teachers in the immersion environment was higher than the classroom because they were either on the spot with the teacher one-on-one or with a smaller group with face-to-face talk.

Liam also said that giving a presentation about the findings of the task in the target language to everyone was a good experience. Liam reflected:

> Whenever you're presenting anything, you kind of have to break the ice and just push through. Sometimes you think "Okay, how do I say this?" Or you freeze up because you forget what you're going to talk about next and you have to check back to your notes. But especially when you present it in a foreign language, which adds a lot more pressure… and intimidation. But you went through that process, finally up there and gave a presentation in Korean… it felt good afterwards. I think for the most part, the way its set up is pretty effective. You're put in an environment where you are forced to use the language. You're given subject matter that you have enough experience in to where you can talk about it.

Ted provided his insight on the different aspects of immersion experiences compared to the classroom. He mentioned that the classroom learning has a set structure; the students sat in the classroom for 50 minutes with 10 minutes break for 7 hours a day. During those hours, a set amount of knowledge being forcibly inserted into the students' brain. He said that it rather dragged him down. But in immersion, it was an easier Korean for him and he was not really learning anything. It was more of a going over what he learned and applying what he knew. He expressed that it was a kind of rewarding experience for him.

Immersion as a different context from the classroom

Trish described the immersion setting as more flexible. She mentions that her daily class schedule was fixed and the courses are packed in each hour. In immersion, she said the activities are not boring and it was interesting working in groups, getting stuff done together. One of her tasks was to catch a criminal as a team and she had to interview the witnesses. She thought it was a very fun experience. She believed that they spent an equal amount of time as the morning class schedule, yet did productive things and had a good break for lunch and everything. She added, "And we were doing it all in Korean."

Jason expressed that immersion setting was a more informal setting, therefore, it made people "more comfortable, more engaging, and more participating for everyone to enjoy learning the language." He believed that immersion had a great effect on his speaking skills specifically, and listening to a less extent. He also added that the confidence and overall ability and the desire to go in and do the immersion have increased.

Robert described that the immersion settings much more relaxed. Students themselves expected to take much more of an active role in what they were doing, the project they were involved with. His class did those activities in class, but he said there were not as many as on the immersion scale. He felt that he definitely had to talk more. He added that, “you definitely have to formulate your own opinion more than just learning... the material that is given to you.”

Larry stated that the language training in classroom was a whole lot more rounded than the immersion training because it was more focused on speaking. But he liked the immersion environment because it is different from what they did in the classroom. He mentioned that the military is very structured with a routine every day doing the same thing. He felt that it was beneficial to have a routine structure and to be thrown out of that routine structure; it helped him to handle the “unexpected” especially in a learning language situation.

For Larry, the immersion tasks could have been given a little less time and done more projects. He also felt that the immersion was a little bit more laid back whereas the classroom was more tense. He liked playing traditional Korean games, yet he still would have preferred to do more activities.

Mike’s first comment on the immersion experience was, “It was not in a classroom.” He described,

> Well, I like to move around a lot and I liked the fact that it was more wide open and I could just walk around a lot more. I don’t really like sitting around in the class for six hour and just receiving information, maybe answering a question or two. I think it sticks a lot more with me.

Mike also said that the immersion environment was more open, relaxed, and informal. He added that in immersion, he felt like he could use more energy in it. He found the classroom to be “a little bit more formal” or “business-like” to him.

He also mentioned that there was difference on interaction among students after immersion. He had new things to talk about with his classmates; “Okay we did all these activities, and we all experienced that and we can talk about them.” Also he added the tasks were different. He described that they all had a goal and a part to play in reaching that goal, whereas, a classroom activity would be like, “Okay, now we’re all going to write three sentences using this grammar feature and then we’re all going to read them to each other,” To him, it was just a drill that was really dull. He said, “Immersion was like… there’s this product that we have to make, there is this presentation, there are these different parts to this presentation, and there are this many of us and we ca do this and this and this.” He stated that it unlocked a different sphere of Korean to use.

Mike commented that he wished DLI would reinstate the overnight immersion again. He expressed,

> The overnight immersion would definitely mean a lot because there are all these micro moments that happen between a day, a night, and another day. You to go sleep, you wake up, you deal with brushing your teeth or small moments like that, that I’ve never dealt with in Korean. So if the first time I deal with that is in Korea, that’s a little bit more of a shocking experience.

Hugo described the difference between the classroom and the immersion environment. While the classroom had breaks throughout the day, the whole day continues in the immersion; you are constantly in it and there is no stopping. Hugo said it was a big challenge that you tried to get through it and you struggled the whole time. Yet, at the same time, he knew that he was getting better. According to Hugo, the whole

structure, the activities of day-to-day things, tasks that you would probably be involved in at one time or another, was well put together in the immersion.

He also mentioned that the classroom setting before an immersion program was very much like any other subject. He went to school and studied hard. He was also afraid to make a lot of mistakes until he had got a foundation built and then he felt he knew a little bit more on the topic. With the immersion setting, he said that it really boosted what he already knew and made it easier for him to mold it together into something that he could use.

Brett's immersion experience regarding the language skills was similar to most of his fellow interviewees. He stated that the immersion helped him to use more Korean due to the extended exposure to the target language. He also mentioned that the immersion was most beneficial to his speaking skills followed by listening. However, his view on immersion training compared to the classroom learning was somewhat different from the most of other interviewees. While more participants expressed that immersion provided a more open, flexible, and informal environment in engaging in conversations, Brett described the immersion as more planned out, more set, and less sporadic compared to the classroom. When asked for more elaboration, he said, "Because in the classroom, we ask a lot of questions, so something completely off topic might come up that has to do with what we're talking about… I feel like the classroom is more sporadic at times… Lesson is planned, but the topics that could be talked about are more sporadic." For that reason, he felt that everything is very planned in immersion.

He also stated that the immersion training felt slightly more formal to him than the classroom due to the fact that there are a lot more people at one time. He added,

"It's definite relaxed at the immersion facility, but yet in the classroom, if you absolutely can't say something in Korean, teachers will ask what we are trying to say in English. And then you can ask in English. In immersion, it doesn't work that way." He mentioned, however, that the Korean only rule was helpful to him to stay in Korean and gave him an opportunity to practice the target language.

When asked about her experience of the immersion environment in general compared to the classroom learning environment, Clara mentioned the following:

> Well, the only thing I can think of and I don't, it's not exactly a positive point, might be one of the negative points of immersion, was that in a classroom, I mean obviously in any setting, you're only working as fat as your slowest person. In a classroom, it's out of four people. So, you know, it's not that big of a gap. Everyone is moving pretty quickly. In immersion, though it's two different classes. So that's… what, at least 24 people. And you're working as slow as the slowest person. So I felt like there was a lot of downtime. Whereas one group may have needed the full 30 minutes, that's why we had 30 minutes. And they used the whole 30 minutes, but this group perhaps, they did it in fifteen minutes. And so they've been sitting around waiting for 14 minutes. That was the only that was one of the big things on immersion.

She added:

> And there's not anything you can do about it... because you have to work as slow as the slowest person. You know, you can't, or else you'll be leaving a lot of people behind. So it's just because there is a wider range of group and skill level, it can't be tailored to fit everyone. In a smaller setting it can be more tailored to make everyone happy but when it's 25 people, there is always going to be someone who is feeling left behind of there is going to be some people that are waiting around.

In terms of her Korean skills, she stated that the immersion made her grow a lot and gave her chance to get on a personal level with her teachers a little bit to get out of the traditional classroom. The immersion environment allowed her to joke around with teachers and other fellow students. She also felt like the class was more comfortable

with each other and teachers; more of a family now instead of teaching team and students.

Cyndi mentioned the tasks from her immersion and expressed that she enjoyed it and it was a lot of fun. She described:

> And we also did (role-played) like... we were all investigators for some crime that happened. Someone stole a certain amount of cash and we had to find the perpetrator and we had to interview some teachers, and it was really neat…

She continued:

> And they all played their part and I feel like I mean me and a couple of other students, personally I feel like we were on the ball, we were just asking all these questions and … I felt like even though I was actually playing a role as an investigator I felt like I was actually in that situation I was just going off, going off, asking all these questions… I was imagining NCIS in the back of my head, like, "what did you do on this date?" "Where were you?" "What were you doing?" "Where were you going?" stuff like that, and it was really fun. It was really, really fun. I feel the whole atmosphere (immersion) was helpful… it was fun… Korean is challenging, but they try to make it as fun as possible so that you want to use the language in that sense.

Summary of Qualitative Findings

The interview provided much more in-depth responses about the effects of immersion training. The themes that emerged regarding the language learner's motivation and attitudes from the immersion experience were self-discovery and integrative motivation. Interviewees shared that the immersion training provided favorable self-discovery on their linguistic abilities that had influence on their motivation in learning foreign language. Most of the students' motivations were directed by integrative oriented motivation.

The interview also revealed that there was a correlation between studying the choice of language and motivation level. All interviewees who chose Korean as a language of choice displayed high motivation scores. They also possessed both

integrative and instrumental orientation for learning a foreign language. Interviewees with high DLAB and low motivation revealed that they didn't choose Korean language to learn, but it was assigned to them. This explains the negative correlations between DLAB and motivation scores.

The theme that related to the learner's anxiety from the immersion experience in learning foreign language was the development of circumlocution strategy. Participants expressed that the immersion training helped them to reduce their anxiety level. The expressions, 'anxiety reduced' and 'confidence building' were frequently intermingled among the interviewees. The theme that emerged from the interviews regarding the language learner's confidence after the immersion experience was improved fluency. Most of interviewees expressed that the immersion helped to improve their language skills.

Themes that derived from interviewees regarding their beliefs about the immersion environment and language skills were immersion as a life-like environment, immersion as a place for output, and immersion as a different context from the classroom. The overall expressed characteristic about the immersion training was the realness of the environment compared to the contrived classroom setting. The variety of linguistic and cultural information coupled with diverse modes of input and output offered a rich experience and could better accommodate learners with different learning styles.

CHAPTER V

DISCUSSION, CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter is comprised of three sections in which the research results will bdiscussed. The first section discusses major findings and related conclusions for the findings. The second section discusses limitations to the research. The third section discusses recommendations for professional practice and future research.

Discussion and Conclusion

Research Question 1: What effect does simulated immersion training have on a student's motivation and attitudes to learn foreign language?

Quantitative Findings: The survey findings showed that students' motivational attitudes declined from pretest to posttest for both the experimental and control groups, and a paired samples t-test showed that the decrease was statistically significant for both groups. For both integrative orientation and instrumental orientation, there were no statistically significant changes from pretest to posttest for either group. The ANCOVA showed that there was a statistically significant difference between the experimental and control groups for integrative orientation; with the experimental group having a higher adjusted mean scores (adjusted M=20.6) than the control group (adjusted M=17.8). This suggested that the immersion training had positive effect on students' integrative motivation in learning foreign language.

Qualitative Findings: The findings from the interviews offered somewhat different, yet more personal perspectives. Most interviewees discovered through the immersion experience that their linguistic abilities in the target language were better than they had believed prior to the immersion. Immersion training gave them better

understanding of their actual proficiency with the target language. Thus, their motivational attitudes toward the target language inclined. The themes that emerged regarding the language learner's motivation and attitudes from the immersion experience were *self-discovery* and *integrative motivation*.

Most interviewees mentioned that the immersion training provided the opportunity to discover their Korean language level. The realistic discovery of their foreign language ability was favorable; thus their motivation to learn Korean gave them favorable attitudes toward using more Korean and communicating more with Korean people outside of the classroom. Initial feelings that all participants expressed before the immersion training were being intimidated, stressed, nervous, terrifying, nerve racking, dreading, not excited, pressure, curious but a bit anxious, scary, and excited. These initial feelings were more related to self-doubt about their language ability to use the target language for the extended period of time. Immersion training changed self-doubt to the affirmation of "can-do," leading to an attitudinal change in their motivation to learn Korean.

The findings of this study concur with the concept of integrative orientation developed by Gardner and his associates (e.g., Gardner, 1985, 1998, 2000, 2001; Gardner & MacIntyre, 1991, 1993). Gardner's integrative motivation suggested that foreign language learners with an integrative orientation would demonstrate greater motivational effort in learning a foreign language. Survey findings in this research demonstrated that students' integrative motivation slightly increased after the immersion training. From the interviews, the majority of interviewees' language learning motivation was directed by the integrative-oriented motivation. Also it included the desire for communication and

contact with the L2 community (Dornyei, 2003). The outcome of this integrative motivation from the immersion training was expressed by the interviewees as “speak more Korean outside of class when I have a chance,” “enjoy learning about Korean culture,” and “want to communicate with Korean fluently.”

Integrative motivation is regarded as an important variable in predicting motivating behavior and success in language learning (e.g. Clement, Dornyei, & Noels, 1994; Dornyei, 1990). In a wide range of educational settings, high motivation has been closely related to the need for achievement. The interviewees overcame inhibitors, such as anxiety, fear, uncertainty, and nervousness, resulting in ‘can-do/task-completion', which led to a rewarding experience. Satisfaction of task-completion is the most ideal reinforcement of task goals (Franken, 1982). If learners perceive given tasks as worthy of their effort and successful completion is within their reach, the reward becomes intrinsic (Nicholls, 1983). The interviewees’ discovery of their ability to achieve task-completion may have related to their integrative (intrinsic) motivation.

Two possible answers may shed light on the result of Research Question 1. The survey scores on the motivational attitude declined after the immersion training, however, the interview responses showed that their motivational attitudes toward learning Korean have inclined after the immersion. This can be explained that the post-survey was administered right at the conclusion of the immersion training. Students could have been physically and mentally exhausted due to the full 2-day immersion using the target language only. Another possible explanation could be the timing of the interview since interviews were conducted about two to three weeks after the immersion training. Many interviewees commented that they found themselves using more Korean whenever

chances arose or even in the classroom. It may have taken some time for students to realize the effects of immersion on their motivation in learning Korean.

Motivational attitudes and language learning behaviors are interrelated. Language learners' attitudes toward the target culture, natives of that culture, and using the target language directly affected communication management. Learning motivation resulting from the ability to use the target language in less-controlled environments contributed to increased target language output. This supports Gardner's (2000) claim that intrinsic (integrative) motivation is derived from "the extent to which an individual works or strives to learn the foreign language because of the satisfaction experienced in learning activity [immersion]." (p.10). In line with Ushioda's (2001) study, the enjoyment derived from the language learning experience, the discovery of 'can-do', was found to be an important motivational factor in this study.

A notable finding was that learning the language of their own choice was a salient factor among participants who have high motivation scores. Interestingly enough, all four interviewees from high DLAB/high motivation quadrant revealed that Korean language was their language of choice. It shows that there is a positive correlation between studying the choice of language and motivation level. Furthermore, interviewees who have high DLAB with low motivation scores showed that Korean was not their language of choice, but it was assigned to them. On the contrary, a participant with low DLAB and high motivation revealed that the Korean was not her initial choice, but she developed an interest in the culture and language. Thus, the language of choice played a critical role in determining the language learner's motivation in this study.

Research Question 2: What effect does simulated immersion training have on a student's anxiety toward learning a foreign language?

Quantitative Findings: The results from the statistical analysis showed that students' anxiety level inclined after the immersion training. Pretest scores showed that both groups had anxiety in using a foreign language before the immersion training. After immersion training, the experimental group showed a statistically significant increase ($t=3.11$, $p<.05$) from pretest to posttest. The control group anxiety mean scores also increased, but this increase was not statistically significant. Interestingly, the control group's anxiety was lower than the experimental group but the difference between the two groups was not statistically significant. The finding suggested a possible negative effect on student's anxiety for the experimental group.

Qualitative Findings: The responses from the interviewees offered a different perspective. While almost every interviewee expressed different degrees of anxiety at the beginning and sometime during the immersion, they also commented that the immersion training helped them to reduce their anxiety level. Most interviewees connected the reduction in anxiety levels with the *development of circumlocution strategies*. The expressions, 'anxiety reduced' and 'confidence building' were frequently intermingled among interviewees.

The inconsistency between post-survey and interview results may be due to the timing of the survey administration. In this study, the survey was administered at the conclusion of the immersion training when the participants were mentally and physically exhausted. This probably had an adverse affect on the survey scores. Another possible interpretation could be that the students in the immersion training found their weak areas

in language skills and met with their mistakes in the real situation through the immersion. Therefore, the anxiety increased as they had negative feelings toward immersion training. Furthermore, the immersion participants likely had increased anxiety levels at the time the survey was administered due to the constant production of the target language.

Steinberg and Horwitz's (1986) study highlighted a direct correlation between increased anxiety and verbal production in the foreign language. Activities involved in the immersion training required spontaneous verbal production in the foreign language, and naturally, it induced a high degree of anxiety even more so with the mandatory requirement to use only the target language while in immersion. As previously mentioned, the post-survey results showed increased anxiety levels as a result of the immersion training. This also explains why the control group's post-survey anxiety scores were relatively lower than the experimental group.

Anxiety has been widely researched and known to be an important affective variable influencing second language and foreign language learning. It also has a direct effect on motivation, self-confidence, self-efficacy, and second language acquisition (Horwitz, 2001). The post-survey results confirm Horwitz's study. The statistical analysis showed a decrease in the motivation while the anxiety scores increased in the experimental group.

In Park and Lee (2005)'s study on the L2 learner's anxiety, anxiety was more negatively correlated with the L2 learner's range of oral performance such as vocabulary and grammar. Most of interviewees expressed their anxiety due to "not knowing enough vocabulary," "not knowing grammar," "speaking Korean all day," "don't want to be corrected," "don't want to be looked dumb," "don't know what to say in front of people,"

and “fear of presentation (public speaking)” in front of peers and teachers. Previous research has demonstrated that foreign language anxiety is mostly associated with the oral aspects of language use (Liu, 2007; Saito, 1999; Scovel, 1978). The students in this study shared a similar experience from the immersion training.

However, interview responses revealed some interesting insights from learners’ experience in the immersion training. Many interviewees indicated that they “learned to talk around,” or “managed to make conversations,” even though they do not know the exact words or vocabulary; circumlocution. Circumlocution is a component of strategic competence and is a very important strategy for second/foreign language learners when expressing themselves but lacking the exact vocabulary. It involved some degree of risk-taking behavior in language learning. The low-constructed environments of immersion training provided the leaner with self-managed and learner autonomous opportunities for chance taking in the target language. This finding is supported by a previous study (Brecht and Robinson, 1993; Guntermann, 1995).

Although there is an immediate increase in anxiety levels while participating in and immediately following immersion training, it appears that anxiety levels resulting from L2 production were reduced in the weeks following immersion training due to the development of circumlocution skills. The exact duration of this effect requires further study.

Research Question 3: What effect does simulated immersion training have on a student’s confidence in learning foreign language?

Quantitative Findings: The ANCOVA on self-confidence showed no statistically significant differences between the experimental and control groups on the adjusted

posttest scores, so the immersion training had no significant effect on student's self confidence in learning foreign language. While there was no statistically significant difference in self-confidence between the two groups, the experimental group did show some increase from pretest (M=29.7) to posttest (M=31.1).

Qualitative Findings: The theme that emerged from the interviews regarding the language learner's confidence after the immersion experience was *improved fluency*. All interviewees, except one, expressed that the immersion helped their language fluency through either extended practice, getting comfortable/managing discomfort, and feelings of accomplishment.

Seventy percent of interviewees stated that the immersion training increased their self-confidence in using Korean and over ninety percent commented that the immersion helped to improve their language skills. As similar to the findings in Research Question 2, several interviewees used the term anxiety and confidence together, such as "anxiety was reduced, therefore confidence went up" *(*Park and Lee, 2005), but confidence was more associated with the feelings of comfort or discomfort, whereas the anxiety was more associated with fear of making mistakes or being corrected. This correlation between anxiety/confidence and language fluency/oral performance is supported by previous studies that show a positive relation between self-confidence and oral performance and a negative relation between anxiety and oral performance (Horwitz, 2001; MacIntyre and Gardner, 1989; Park and Lee, 2005).

The literature on immersion environments suggested the importance of risk-taking output (practice) to proficiency gains (Defense Language Institute Foreign Language Center, 1997). When learners actively increased their target language output despite the

potential of considerable social and linguistic discomfort, there was a statistically significant trend for an increase in proficiency (Brecht and Robinson, 1993). While the immersion training was short term, the experiences that students gained were valuable; the more one uses the language, especially in culturally authentic environment, the more one gains the proficiency (Brecht, 1993). One of the many obstacles to target language use for a language learner is a perceived lack of proficiency sufficient for communication purposes. Interviewees expressed, “I tried to keep it short and to the point… if I didn't have to speak, generally I wouldn’t… because it just wasn’t the most comfortable thing in the world…” “I felt some discomfort… for not knowing how to say it… major discomfort is I can’t communicate what I want to say.”

Interviewees consistently identified another major factor inhibiting the use of a target language as “lack of confidence” or “embarrassment.” By not speaking and taking risks, students deprived themselves of opportunities for practicing new linguistic forms, testing hypotheses about the language, developing communication skills in the language, eliciting additional language input, and activating the new language in a social and cultural context (Pellegrino, 1996).

Students can experience a greater opportunity in risk-taking in immersion than in the language classroom, since the risks students take in the classroom are more concerned with academic performance than communication practice (Horwitz, 2001). Perhaps the biggest factor in managing risk in language learning is a belief in one’s own abilities. Many interviewees expressed that after they tried speaking in the target language, they learned their own abilities, thus it boosted their confidence. The majority of reported effects of immersion training from interviewees were the raising of the learner’s

confidence to use the target language to actually communicate. Classroom instruction was less likely to induce this attitude because the artificial environment of the classroom provided limited real communication opportunities for the students to test their own ability. This finding was supported by Cohen and Allison's (2001) study that authentically-engaged affect appeared to be more prevalent in the immersion context than in the traditional language curriculum, and it was reported to have a positive impact on production and fluency.

Research Question 4: What are the student's beliefs about the effects of simulated immersion training on language skills?

Quantitative Findings: Students' beliefs on the effects of immersion training on language skills had no statistically significant changes from pretest to posttest. However, the control group had more favorable beliefs about the effects of the immersion training on language skills. The ANCOVA showed no statistically significant difference on the adjusted posttest scores between the two groups.

Qualitative Findings: Three generative themes emerged from participants' responses on their beliefs about the immersion environment and language skills from the immersion experiences. The themes were *immersion as a life-like environment*, *immersion as a place for exploration*, and *immersion as a different context from the classroom*.

The descriptions from the interviewees added more in-depth accounts of learner's experience in foreign language learning. Interviewees expressed characteristics of a life-like environment, a place for output, and a different context from the traditional classroom. The life-like quality of immersion could be explained in the natural living and

learning in the target culture where language acquisition is similar to L1 and the use of the target language for real-world functions. These are different from the traditional classroom contexts. Interviewees expressed that “Immersion forces you to figure out what you are trying to say… it forces you to communicate only in Korean on your own… It’s like a real-time situation of practicing… instead of practicing, you are actually doing it.” Another comment was that, “immersion training is a lot more on-the-spot training…", "just react to it…", "it is natural…", " a lot more like in real life situations than the classroom…", and "the classroom is more specific.”

Immersion also provided unregulated quality of learning context. In contrast to structured classroom learning, the nature of language learning in the immersion environment offers an autonomous and self-managed learning, which enables the openness to different learning style preferences, personality, and motivation (Freed, 1998). The immersion environment opens the door for individuals; learners can set up their own learning pace, as much as a motivated language learner can direct their own learning to accomplish well beyond of their classroom learning. As Quint described:

> Typically, I don’t set any personal agendas in class… I’ve got my own agenda for Korean at home. That’s why I spent most of weekends studying. I’ve got my own race. For the most part, class is just extra practice on listening and reading because we have to and obviously I get more done with studying at home because it’s more liberated.

The immersion environment enables language learners to explore. The learning context is rich in terms of the input and output present. There are varieties of linguistic and cultural information and different modes of input and output; such as visual, presentation, interaction, poster sessions, interpretation, role-playing, teacher facilitated/unfacilitated, which can accommodate all types of learners. Cyndi described:

> Yeah…and so far I've really, really enjoyed Koran and the fact that immersion pretty much put us into the culture, into the language, like they have us eat Korean food, they have us speak all day. They… it was funny, because at immersion they had us play like Omok… and the one with the sticks where you throw them… Yunnori… I mean, it opened my eyes to a part of the Korean culture that I' d never even realized before. It's a really beautiful culture…"

Limitations of the Study

One limitation to the study was the nature of the sample. Since participants were military personnel learning foreign language at the Defense Language Institute Foreign Language Center to become military linguist, the research results were limited to that population. All students at the Defense Language Institute were military personnel from all service branches from Army, Air Force, Navy, and Marine Corps. The language learners at DLI were both male and female. The majority ranged in age from their mid-20s to mid-30s, were native speakers of English, and came from all branches of the armed services. One salient aspect of DLI language programs was that programs heavily focused on military related topics and terms in addition to all other aspects of world language learning. Careful consideration was needed to apply the results to the broad field of foreign language education. More research using the same instruments in other institutions or organizations were needed for generalizability.

The length of the immersion was another limitation. DLIFLC was modifying their immersion curriculum when the research was conducted. Due to the growing number of students and limited space in the immersion facility, all 5-day immersions have been suspended and many of the 3-day immersion programs have been reduced to 2-day immersions. While this study's original intent was to study immersion training of longer duration, the immersion training studied was only two days in length due to the aforementioned programmatic modifications. Further study of longer duration immersion

training is warranted. The number of participants was limited due to the small number of students available at that time. Unlike the university foreign language classes, the number of students at DLI class was limited to six students per class. Thus, having a large enough number of cohort students for experimental and control group presented a challenge. A greater number of participants would be desirable for further study.

Recommendations for Professional Practice and Future Research

The benefits of short-term immersion to supplement traditional classroom instruction yields a cost effective means for students to acquire a greater use of the target language while building confidence and motivation. Even a short two-day immersion, as shown by this study, can build confidence, motivation, and language skills.

The environment at the Defense Language Institute is difficult to replicate in many institutions due to limitations of resources, most significantly a large community of native target language speakers/instructors. A method to overcome such a limitation is through networking with other institutions and pooling instructors and native language speakers to support a weekend immersion that dispenses with the traditional classroom setting.

Adaptation of simulated immersion to traditional classroom settings is also feasible. Striving to find ways to modify the classroom environment to a more "permissive" environment that encourages students to take risks with language use, remain in the target language, and utilize their language skills to overcome situations could increase student motivation, confidence, and language skills and ultimately realize a reduced level of anxiety in language use.

Effectively implemented, short-term, simulated immersion will create an environment that will imbue a greater appreciation for the target language culture and increase student motivation in foreign language learning.

This study explored the effects of simulated immersion training on affective factors in language learners. Research on short-term immersion programs that are integrated as a part of a curriculum is limited. More research on curriculum-base short term immersion programs in other university level programs would allow a more broad data base for determining the effects of immersion on learner's affective factors in foreign language education. The finding from those research efforts can provide important implications for curricular and institutional immersion programs.

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APPENDICES

APPENDIX A

IRB APPROVAL LETTER FROM DEFENSE LANGUAGE INSTITUTE

DEPARTMENT OF THE ARMY
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
AND PRESIDIO OF MONTEREY
MONTEREY CA 93944-3236

January 13, 2012

Institutional Review Board (IRB)
U.S. Army Assurance: DOD A20209

Institutional Review Board for the Protection of Human Subjects
University of San Francisco (USF)
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the USF IRB:

On behalf of the U.S. Army Defense Language Institute Foreign Language Center (DLIFLC), I am writing to formally indicate our awareness of a research project proposed by Ms. Eunsook McNiel-Cho, a graduate student (School of Education) at USF.

This research project, tentatively entitled *Foreign Language Learning in a Non-school Environment: Affective Factors in Simulated Immersion Training*, has been reviewed by Dr. Donald Fischer (DLIFLC Provost), and he has approved the use of DoD personnel as participants in this research project.

I have been informed that the USF IRB will conduct the review and maintain institutional oversight of this project. Once the USF IRB has completed its review of the project, I ask that a copy of the outcome of that review (and approval number) be send to me so we may maintain a folder on this project in our file of current research projects.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

J. Jeffrey Crowson, Ph.D.
IRB Chair
Professor, Educational Research
(831) 242-3788
jeff.crowson@us.army.mil

APPENDIX B

IRB APPROVAL LETTER FROM THE UNIVERSITY OF SAN FRANCISCO

From: RBPHS patterson@usfca.edu
To: Eunsook Cho choeu@dons.usfca.edu
CC: Susan Katz katz@usfca.edu
Date: Thu, Jan 19, 2012 at 4:45 PM
Sub: IRBPHS Application #12-004

Dear Ms. Cho,

January 19, 2012

Dear Ms. Cho.

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #12-004). Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still in collecting data from human subjects, you must file a renewal application.

2. Any modifications to the research protocol or changes in instrumentation (including wording of items) must be communicated to the IRBPHS. Re-submission of an application may be required at that time.

3. Any adverse reactions or complications on the part of participants must be reported (in writing) to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS at (415) 422-6091.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
Chair, Institutional Review Board for the Protection of Human Subjects
---
IRBPHS – University of San Francisco
Counseling Psychology Department
Education Building – Room 017
2130 Fulton Street

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APPENDIX C

INFORMED CONSENT FORM

UNIVERSITY OF SAN FRANCISCO

CONSENT TO BE A RESEARCH SUBJECT

Purpose and Background

Ms. Eunsook McNiel-Cho, a doctoral student in the School of Education at the University of San Francisco is doing a study on affects in simulated immersion training at Defense Language Institute (DLIFLC) in Monterey, California. DLIFLC developed 1-day, 2-day, and 3-day in-school immersion training as a part of the curriculum in an attempt to produce highly proficient military linguists.

The purpose of this study is to explore the effects of language immersion training on the learner's affective behaviors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will complete a short questionnaire giving basic information about me, including age, gender, race, rank, education, and language information including my native language and the language I am learning.

2. I will complete 2 surveys about motivation and attitude, anxiety, and self-confidence in foreign language learning.

3. If I am selected, I will participate in an interview with a researcher, during which I will be asked about motivation and attitude, anxiety, and self-confidence in immersion training. The interview will take about 30-40 minutes and I will be asked to review for accuracy a transcript of the interview.

Risks and/or Discomforts

1. As a participant in this study, I do not expect to encounter any risks greater than those I would normally encounter during my normal course of studies.

2. Study records will be kept as confidential. No individual identities will be used in any reports or publications resulting from the study. DLI Research division will work with the researcher to collect the data and consent form in such a way that my name

will be replaced with random case ID. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.

3. As a volunteer participant, if I am uncomfortable with any of the survey or interview questions, I have the option to not answer those questions and/or withdraw from the survey participation.

Benefits

I have the potential to gain an understanding of how my motivation and attitude, anxiety, and self-confidence can positively and negatively affect language learning. The information I may obtain from this study could facilitate my continued language skill development.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Questions

I have talked to Ms. McNiel-Cho about this study and have had my questions answered. If I have further questions about the study, I may call her at (415) 867-8583 or Dr. Gordon Jackson, Research Division, DLI at 242-3781.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or employee at DLI.

My signature below indicates that I agree to participate in this study.

Subject's Signature	Date of Signature

Signature of Person Obtaining Consent	Date of Signature

APPENDIX D

RESEARCH SUBJECTS' BILL OF RIGHTS

The rights below are the rights of every person who is asked to be in a research study. As a research subject, I have the following rights:

Research subjects can expect:

- To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.

- To be told of any benefits that may reasonably be expected from the research.

- To be told of any reasonably foreseeable discomforts or risks.

- To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.

- To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.

- To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.

- To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.

- To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.

- To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.

- To be told of any additional costs to the subject that may result from participation in the research.

- To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.

- To be told that significant new findings developed during the course of the

research that may relate to the subject's willingness to continue participation will be provided to the subject.

- To be told the approximate number of subjects involved in the study.
- To be told what the study is trying to find out;
- To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
- To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
- To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
- To be told of the other choices I have and how they may be better or worse than being in the study; To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
- To be told what sort of medical or psychological treatment is available if any complications arise;
- To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
- To receive a copy of the signed and dated consent form; and
- To be free of pressure when considering whether I wish to agree to be in the study.

If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling (415) 422-6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Counseling Psychology Department, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1071.

APPENDIX E

THE QUESTIONNAIRE ITEMS IN AFFECT VARIABLES

Motivation

1. I want to be able to communicate with Korean fluently.
2. I enjoy learning about Korean culture more.
3. I would speak Korean outside of class whenever I have a chance.
4. I want to learn Korean so well that it becomes second nature to me.
5. I would like to learn as much Korean as possible.
6. I would like to know more Koreans.

(Integrative Orientation)

7. Studying Korean is important to me because it will allow me to be more at ease with fellow Americans who speak Korean.
8. Studying Korean is important to me because it will allow me to meet and speak with more and varied people.
9. Studying Korean is important to me because it will enable me to understand and better appreciate Korean art and literature.
10. Studying Korean is important to me because I will be able to participate more freely in the activities of another cultural group.

(Instrumental Orientation)

11. Studying Korean is important to me because I'll need it for my future career.
12. Studying Korean is important to me because it will make me a more knowledgeable person.
13. Studying Korean is important to me because it will someday be useful in getting a good job.
14. Studying Korean is important because other people will respect me more if I have knowledge of a foreign language.

Anxiety

15. I feel sure of myself when I am speaking in Korean.
16. I feel worried about making mistakes when I use Korean.
17. I feel frightened when I don't understand what the teacher is saying in Korean.
18. I would be nervous speaking Korean with native Koreans.
19. I feel anxious about engaging in conversation with native Koreans outside the classroom.
20. I am afraid about being corrected for my mistakes by Korean teachers.
21. I feel self-conscious about speaking Korean in front of other students.
22. I would feel nervous if I don't understand every word of Korean I hear.
23. I am afraid the other students will laugh at me when I speak Korean.
24. I feel comfortable around Koreans.
25. I feel tense and nervous when I need to discuss things unfamiliar to me.

Confidence

26. I feel confident about speaking Korean.
27. I feel confident and relaxed when giving presentations in front of people.
28. I believe I can overcome the obstacles of learning Korean if I work hard.
29. I expect to do well in my Korean classes.
30. I feel that I can understand a conversation in Korean.
31. I feel that I can speak well enough in Korean to make myself understood on certain topics.

Immersion

1. Immersion training would provide good opportunities to use my Korean listening skills.

2. Immersion training would provide good opportunities to use my Korean speaking skills.

3. Immersion training would provide good opportunities to use my Korean reading skills.

4. Immersion training gives a better understanding of the Korean culture.

5. Immersion training would increase my ability to speak Korean.

APPENDIX F

AFFECTIVE FACTORS IN FOREIGN LANGUAGE LEARNING

QUESTIONNAIRE I

Ms. Eunsook McNiel-Cho, a doctoral student in the School of Education at the University of San Francisco, is doing a study on the effects of simulated immersion training at the Defense Language Institute (DLIFLC) in Monterey, California. DLIFLC has developed 1-day, 2-day, and 3-day in-school immersion programs as a part of the curriculum in an attempt to produce highly proficient military linguists.

The purpose of this study is to explore the effects of language immersion training on the learner's affective factors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center.

Instructions: *Please fill in the following demographic information.*

School/Department: _____ Week of Instruction: _____

Name: _____ Date: _____

Age: _____ Gender: M F

Native Language: _____ Other Language(s): _____

Ethnic Background (*Please circle one or fill in the appropriate blank*.)

African American Caucasian Chinese Filipino Japanese
Korean Latino Native American Russian
Mixed ancestry (Please specify_____)
Other (Please specify _____)

Rank: _____ Branch of Service: _____

Years of Formal Education: _____ Years in Service: _____

I volunteered for language training: Yes No

I'm studying a language that I wanted to study: Yes No

Instructions:

Please provide candid and thoughtful responses to the following questions regarding your language learning. Your responses will be kept confidential, will not affect your grade in language studies in any way, and will be used only to study learners' experience in foreign language learning.

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

1.	I enjoy learning about Korean culture.	1	2	3	4	5	6	7
2.	Studying Korean is important to me because it will someday be useful in getting a good job.	1	2	3	4	5	6	7
3.	Immersion training would provide good opportunities to use my Korean reading skills.	1	2	3	4	5	6	7
4.	I speak Korean outside of class whenever I have a chance.	1	2	3	4	5	6	7
5.	I feel worried about making mistakes when I use Korean.	1	2	3	4	5	6	7
6.	I want to learn Korean so well that it becomes second nature to me.	1	2	3	4	5	6	7
7.	I would like to know more Korean people.	1	2	3	4	5	6	7
8.	Immersion training gives a better understanding of the culture of the language I am learning.	1	2	3	4	5	6	7
9.	I am afraid of being corrected for my mistakes by Korean teachers.	1	2	3	4	5	6	7
10.	Studying Korean is important to me because it will allow me to be more at ease with fellow Americans who speak Korean.	1	2	3	4	5	6	7
11.	I would like to learn as much Korean as possible	1	2	3	4	5	6	7

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

12. Studying Korean is important to me because I will need it for my future career.	1	2	3	4	5	6	7
13. I feel anxious about engaging in conversation with native Koreans outside of the classroom.	1	2	3	4	5	6	7
14. Immersion training would provide good opportunities to use my Korean listening skills.	1	2	3	4	5	6	7
15. Studying Korean is important because other people will respect me more if I have knowledge of a foreign language.	1	2	3	4	5	6	7
16. I feel that I can speak well enough in Korean to make myself understood on certain topics.	1	2	3	4	5	6	7
17. I feel confident about speaking Korean.	1	2	3	4	5	6	7
18. I feel frightened when I don't understand what the teacher is saying in Korean.	1	2	3	4	5	6	7
19. Studying Korean is important to me because I will be able to participate more freely in the activities of another cultural group.	1	2	3	4	5	6	7
20. I am nervous speaking Korean with native Koreans.	1	2	3	4	5	6	7
21. Immersion training provides good opportunities to use my target language speaking skills.	1	2	3	4	5	6	7
22. Studying Korean is important to me because it will enable me to understand and better appreciate Korean art and literature.	1	2	3	4	5	6	7
23. I feel nervous when I don't understand every word of Korean I hear.	1	2	3	4	5	6	7

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

24. I feel comfortable around Korean people.	1	2	3	4	5	6	7
25. I feel tense and nervous when I need to discuss things unfamiliar to me in Korean.	1	2	3	4	5	6	7
26. I want to be able to communicate frequently with Koreans.	1	2	3	4	5	6	7
27. I feel confident and relaxed when giving presentations in Korean in front of people.	1	2	3	4	5	6	7
28. I believe I can overcome the obstacles of learning Korean if I work hard.	1	2	3	4	5	6	7
29. Studying Korean is important to me because it will make me a more knowledgeable person.	1	2	3	4	5	6	7
30. I am afraid the other students will laugh at me when I speak Korean.	1	2	3	4	5	6	7
31. I feel that I can understand a conversation in Korean.	1	2	3	4	5	6	7
32. I feel self-conscious about speaking Korean in front of other students.	1	2	3	4	5	6	7
33. I expect to do well in my Korean course.	1	2	3	4	5	6	7
34. I feel more sure of myself when I am speaking in Korean.	1	2	3	4	5	6	7
35. Studying Korean is important to me because it will allow me to meet and speak with more and varied people.	1	2	3	4	5	6	7
36. Immersion training would increase my ability to speak Korean.	1	2	3	4	5	6	7

APPENDIX G

AFFECTIVE FACTORS IN FOREIGN LANGUAGE LEARNING

QUESTIONNAIRE II

Ms. Eunsook McNiel-Cho, a doctoral student in the School of Education at the University of San Francisco, is doing a study on the effects of simulated immersion training at the Defense Language Institute (DLIFLC) in Monterey, California. DLIFLC has developed 1-day, 2-day, and 3-day in-school immersion programs as a part of the curriculum in an attempt to produce highly proficient military linguists.

The purpose of this study is to explore the effects of language immersion training on the learner's affective factors such as motivation and attitude, anxiety, and self-confidence in foreign language acquisition at the Defense Language Institute Foreign Language Center.

Instructions: *Please fill in the following demographic information.*

School/Department: _____ Week of Instruction: _____

Name: _____ Date: _____

Age : _____ Gender: M F

Native Language: _____ Other Language(s): _____

Ethnic Background (*Please circle one or fill in the appropriate blank*.)

African American Caucasian Chinese Filipino Japanese
Korean Latino Native American Russian
Mixed ancestry (Please specify_____)
Other (Please specify _____)

Rank: _____ Branch of Service: _____

Years of Formal Education: _____ Years in Service: _____

I volunteered for language training: Yes No

I'm studying a language that I wanted to study: Yes No

Instructions:

Please provide candid and thoughtful responses to the following questions regarding your language learning **after the immersion training that you have just completed**. Your responses will be kept confidential, will not affect your grade in Korean in any way, and will be used only to study learners' experience in immersion training.

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

1.	I enjoy learning about Korean culture.	1	2	3	4	5	6	7
2.	Studying Korean is important to me because it will someday be useful in getting a good job.	1	2	3	4	5	6	7
3.	This immersion training provided good opportunities to use my target language reading skills.	1	2	3	4	5	6	7
4.	I speak Korean outside of class whenever I have a chance.	1	2	3	4	5	6	7
5.	I feel worried about making mistakes when I use Korean.	1	2	3	4	5	6	7
6.	I want to learn Korean so well that it becomes second nature to me.	1	2	3	4	5	6	7
7.	I would like to know more Korean people.	1	2	3	4	5	6	7
8.	This immersion training gave a better understanding of the culture of the language I am learning.	1	2	3	4	5	6	7
9.	I am afraid of being corrected for my mistakes by Korean teachers.	1	2	3	4	5	6	7
10.	Studying Korean is important to me because it will allow me to be more at ease with fellow Americans who speak Korean.	1	2	3	4	5	6	7
11.	I would like to learn as much Korean as possible.	1	2	3	4	5	6	7

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

12. Studying Korean is important to me because I will need it for my future career.	1	2	3	4	5	6	7
13. I feel anxious about engaging in conversation with native Koreans outside of the classroom.	1	2	3	4	5	6	7
14. This immersion training provided good opportunities to use my target language listening skills.	1	2	3	4	5	6	7
15. Studying Korean is important because other people will respect me more if I have knowledge of a foreign language.	1	2	3	4	5	6	7
16. I feel that I can speak well enough in Korean to make myself understood on certain topics.	1	2	3	4	5	6	7
17. I feel confident about speaking Korean.	1	2	3	4	5	6	7
18. I feel frightened when I don't understand what the teacher is saying in Korean.	1	2	3	4	5	6	7
19. Studying Korean is important to me because I will be able to participate more freely in the activities of another cultural group.	1	2	3	4	5	6	7
20. I am nervous speaking Korean with native Koreans.	1	2	3	4	5	6	7
21. This immersion training provided good opportunities to use my target language speaking skills.	1	2	3	4	5	6	7
22. Studying Korean is important to me because it will enable me to understand and better appreciate Korean art and literature.	1	2	3	4	5	6	7
23. I feel nervous when I don't understand every word of Korean I hear.	1	2	3	4	5	6	7

For each of the following statements, circle the number which best represents the extent to which you agree with the statement.

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

24. I feel comfortable around Korean people.	1	2	3	4	5	6	7
25. I feel tense and nervous when I need to discuss things unfamiliar to me in Korean.	1	2	3	4	5	6	7
26. I want to be able to communicate frequently with Koreans.	1	2	3	4	5	6	7
27. I feel confident and relaxed when giving presentations in Korean in front of people.	1	2	3	4	5	6	7
28. I believe I can overcome the obstacles of learning Korean if I work hard.	1	2	3	4	5	6	7
29. Studying Korean is important to me because it will make me a more knowledgeable person.	1	2	3	4	5	6	7
30. I am afraid the other students will laugh at me when I speak Korean.	1	2	3	4	5	6	7
31. I feel that I can understand a conversation in Korean.	1	2	3	4	5	6	7
32. I feel self-conscious about speaking Korean in front of other students.	1	2	3	4	5	6	7
33. I expect to do well in my Korean course.	1	2	3	4	5	6	7
34. I feel more sure of myself when I am speaking in Korean.	1	2	3	4	5	6	7
35. Studying Korean is important to me because it will allow me to meet and speak with more and varied people.	1	2	3	4	5	6	7
36. This immersion training increased my ability to speak the target language.	1	2	3	4	5	6	7